DOCUMENT RESUME

ED 257 067 CS 208 858

AUTHOR	Eaton, Melinda; And Others
TITLE	English, Grade 11, Levels I, II, & III. Revised.
INSTITUTION	Hampton City Schools, VA.
PUB DATE	84
NOTE	126p.; For related documents, see CS 208 854-860.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Computers; Curriculum Development; Curriculum Guides; *English Curriculum; *English Instruction; Grade 11; *Language Arts; Language Skills; Listening Skills; *Literature Appreciation; Reading Instruction; Secondary Education; Speech Skills; *Writing Instruction

ABSTRACT

The fifth of seven related guides, this curriculum guide for eleventh grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a statement of general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains five instructional units: America's Dream and Promise, Inner Struggle, Struggle for Justice, Search for Values, and Man and Nature (Level 1). Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities, and a statement on evaluation. (EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED257067

ENGLISH, GRADE 11

LEVELS I, II, & III

Unit I: America's Dream and Promise

Unit II: Inner Struggle

Unit III: Struggle for Justice

Unit IV: Search for Values

Unit V: Man and Nature (Level I)

Prepared by:

Melinda Eaton, Bethel High School
Alberta Boyd, Kecoughtan High School
Mary Anna Lair, Kecoughtan High School
Barbara Griffin, Phoebus High School
Paige Archer, Phoebus High School
Helen Darnell, Bethel High School

HAMPTON CITY SCHOOLS

August 1983
Revised 1984

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Melinda G. Eaton
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS208858

CURRICULUM DEVELOPMENT TASK FORCE

Bobbie Griffin, Chairman, Phoebus High School
Harry Dyche, Principal, Phoebus High School
Betty Swiggett, School Administrative Center
Doris Ennis, School Administrative Center
Liz Green, School Administrative Center
Dwaine Harrell, School Administrative Center
Tracie Ward, Armstrong Elementary School
Stenette Byrd, Phillips Elementary School
Patricia Bair, Moton Elementary School
JoCile Harvey, Aberdeen Elementary School
Anne Benites, Asbury Elementary School
Linda McClary, Lindsay Junior High School
Barbara LeSeur, Syms Junior High School
Sharon Thompson, Spratley Junior High School
Eugene Moser, Davis Junior High School
Ruth Swindell, Eaton Junior High School
Gayle Lemmond, Kecoughtan High School
Doris Dancy, Hampton High School
Vivian Daughtry, Phoebus High School
Helen Darnell, Bethel High School
Barbara Kaplan, LD Teacher, School Administrative Center
Davis Pearson, API, Eaton Junior High School
Lowell Thomas, API, Hampton High School
F. J. Dwyer, Jr., Parent

ENGLISH CURRICULUM COMMITTEE MEMBERS

Bobbie Griffin, Chairman, Phoebus High School
Eugene Moser, Davis Junior High School
Ruth Swindell, Eaton Junior High School
John Ryland, Eaton Junior High School
Linda McClary, Lindsay Junior High School
Naomi Chadwick, Lindsay Junior High School
Sharon Thompson, Spratley Junior High School
Barbara LeSeur, Syms Junior High School
Donna Stephens, Syms Junior High School
Helen Darnell, Bethel High School
Lou Nicholson, Bethel High School
Doris Dancy, Hampton High School
Sue Edwards, Hampton High School
Gayle Lemmond, Kecoughtan High School
Mary Anna Lair, Kecoughtan High School
Vivian Daughtry, Phoebus High School
Pat Seward, Phoebus High School
Betty Swiggett, School Administrative Center

Stephen Tchudi, Michigan State University,
Continuing Consultant

Table of Contents

	Page
Course Syllabus	1
General Philosophy and Objectives	5
Principal Features of the New English Curriculum	10
Multilevel Course Organization	11
What Can You Do with Literature Besides "Discuss" It? Stephen Tchudi	12
General Policies for Written Assignments	13
Standards of Learning	15
Implementing the Individualized Reading Session within the Curriculum Context	17
Guidelines--Use of the Computer	27
Unit I: America's Dream and Promise - Level I	31
Unit I: America's Dream and Promise - Levels II, III	40
Unit II: Inner Struggle	51
Unit III: Struggle for Justice	74
Unit IV: Search for Values	92
Unit V: Man and Nature, Level I, Second Semester	103

HAMPTON CITY SCHOOLS

		1st Sem.	2nd Sem.
DEPARTMENT: English	COURSE NUMBERS:	11I 115011	11I 115021
COURSE: English 11		11II 115012	11II 115022
GRADE: 11		11III 115013	11III 115023

COURSE DESCRIPTION

The core curriculum focuses on various aspects of human experience--man's relationships to the natural world, brotherhood, the American dream, and values in society today. Students study a variety of full-length works and write compositions based on ideas growing out of their reading. They learn to synthesize information from a variety of sources. They can distinguish between personal and public writing and can adjust their style and content to fit the audience. They have numerous opportunities to develop skills in extemporaneous and impromptu speaking.

STUDENT POPULATION

By the eleventh grade, students have established their identity as group participants or not. Their current studies increase their understanding of America's history and cultural development. Knowing that they must soon make critical decisions about career plans, they are conscious of class rank and their own strengths and weaknesses. They are also more comfortable in evaluating each other's work. They have recently gained new independence through a license to drive.

OBJECTIVES

Reading: The student will gain insight into the culture and history of a people through the study of literature.

Writing: The student will write for a variety of audiences; use varied sentence structures to enhance and clarify meaning; synthesize information from multiple sources and write a documented informational paper.

Speaking and Listening: The student will analyze the communication process used in public speaking; demonstrate proficiency in extemporaneous and impromptu speaking.

COURSE OUTLINE

I. America's Dream and Promise (Man and Nature: The Call of the Land; The American Dream)

   A. Selected readings from core text

   B. Readings for small groups

      Shane, 1, 2
      The Great Gatsby, 2,3
      Little House on the Prairie, 1
      Notes of A Native Son, 2, 3
      My Antonia, 2, 3
      Red Ribbon on a White Horse, 1, 2, 3

Babbitt, 3
The Immigrant Experience: The Anguish of Becoming an American, 2,3
Let the Hurricane Roar, 2

C. Individualized Readings

An American Tragedy, 2
The Immigrants, 1, 2, 3
The Establishment, 1, 2, 3
The Prairie, 3
Future Shock, 3
The Virginian
John Brown's Body, 3
The Yearling, 1
The Underground Railroad
Tomorrow Is Now
The Call of the Wild
Machol
Profiles in Courage

II. The Inner Struggle (Man and Himself - may include Man and Family)

A. Selected readings from core text

B. Readings for small groups

Ethan Frome, 3
The Glass Menagerie, 3
Look Homeward Angel, 3
A Separate Peace, 2
I Never Promised You a Rose Garden, 2, 3
The Bell Jar, 3
Seventeenth Summer, 1, 2
Mrs. Mike, 1, 2
J. L. Seagull, 1, 2

C. Individualized Readings

To Kill A Mockingbird
The Invisible Man
The Ox Bow Incident
The Catcher In the Rye
Arrowsmith
A Certain Rich Man
Martin Eden
Dandelion Wine

III. The Struggle for Justice (Man and Society)

A. Selected readings from core text

B. Readings for small groups

The Ship of Fools, 3
The Grapes of Wrath, 3

The Fire Next Time, 2, 3
The Adventures of Huckleberry Finn, 2, 3
The Death of a Salesman, 3
Black Boy , 1, 2, 3 (also under "Inner Struggle")
A Raisin In the Sun, 1, 2, 3
Billy Jack, 1, 2
When The Legends Must Die, 1, 2
Native Son, 3
Slaughter House Five, 3
Man Who Came to Dinner, 2, 3
The Autobiography of Miss Jane Pittman, 1, 2, 3
The Ox Bow Incident
Fahrenheit 451, 1, 2

C. Individualized Readings

One Flew Over the Cuckoo's Nest, 3
Main Street, 3
Mom, the Wolfman, and Me, 1, 2
Leap Before You Look, 1
It's Not the End of the World
Thornbirds
Roots
Chesapeake
Master of the Game
Other Side of Midnight
Childhood's End
The Caine Mutiny

IV. The Search for Values (Man and His Universal Significance)

A. Selected readings from core text

B. Readings for small groups

Billy Budd, 3
Watch on the Rhine, 2, 3
The Pearl, 1, 2
The Scarlet Letter, 3 (also under "Inner Struggle")
The Old Man and the Sea, 2
If You Could See What I Hear, 1, 2
Red Badge of Courage, 2, 3
I Know Why the Caged Bird Sings, 2, 3

C. Individualized Readings

Moby Dick
The Bridge of San Luis Rey
The Man in the Gray Flannel Suit
The Sea Wolf
Giant
Lilies of the Field
Andromeda Strain
Big Doc's Girl, 1
Brian Piccolo, 1
I Am Third, 1
The Heart Is A Lonely Hunter

Strategies

1. Small-groups will give oral presentations to class.
2. Students will develop projects which synthesize their learnings in small-groups based on theme.
3. There will be extended silent reading sessions.
4. Students will write for a variety of purposes.
5. Students will use a variety of research procedures.
6. Students will create a bulletin board reflecting the theme under study.
7. Students will correlate their class reading with reading about current topics from the news media.
8. Students will keep journals.

EVALUATION

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third), small-group activities of all types (one-third), and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work but not personalized reading	25%
Major writing assignments, or composition folder as a whole	25%
Personalized reading and special projects	25%
Tests	25%

The teacher should establish and give to students the criteria for earning grades, including both quantity and quality, at the beginning of each semester.

GENERAL TEXTBOOKS

Olson, M.C., et al., The Writing Process: Composition and Applied Grammar 11, Allyn and Bacon, Inc., 1982.

Carlsen, G.R., et al., American Literature: Themes and Writers, McGraw-Hill Book Company, 1979.

Smith, R.J., & Schulz, M.F., Emblem, Harcourt Brace Jovanovich, Inc., 1982.

GENERAL PHILOSOPHY

The study of English includes knowledge of the language itself, development of its use as a basic means of communication and self expression and appreciation of its artistry as revealed in literature. Within the English curriculum, students trace the origins of the language and study the language in its present form. They come to recognize that the language will continue to change in order to keep it alive, flexible and adaptable to the highest expression of which the human being is capable.

The use of English involves skills in reading, writing, speaking, listening and observing. These components are so intricately interrelated, however, that one cannot be learned in isolation from the others, and growth in one area always improves other areas. The purpose, therefore, of the English program is to provide opportunities for students to use the skills they have acquired previously, to provide them with well-planned educational experiences in critical thinking and in oral and written expression, and to help them develop understanding of others. The development of these skills is a lifelong process. The extent to which they are developed can influence an individual's ability to become self-sufficient and lead a productive life.

It is believed that basic competency in English is a means by which the individual can acquire self-sufficiency and work independently in all disciplines. The ultimate goal of the English program is the development of citizens at ease with their native language and able to use it in formal and informal situations with clarity and force.

In practicing this philosophy the following objectives should be realized:

LANGUAGE

By studying language, students should

- learn how the English language has developed, continues to change, and survives because it is adaptable to new times
- understand that varieties of English usage are shaped by social, cultural, and geographical differences
- recognize that language is a powerful tool for thinking and learning
- become aware how grammar represents the orderliness of language and makes meaningful communication possible
- recognize how context - topic, purpose, audience - influences the structure and use of language
- understand how language can act as a unifying force among the citizens of a nation

LITERATURE

Through their study and enjoyment of literature, students should

- realize the importance of literature as a mirror of human experience, reflecting human motives, conflicts, and values
- be able to identify with fictional characters in human situations as a means of relating to others; gain insights from involvement with literature
- become aware of important writers representing diverse backgrounds and traditions in literature
- become familiar with masterpieces of literature, both past and present
- develop effective ways of talking and writing about varied forms of literature
- experience literature as a way to appreciate the rhythms and beauty of the language.
- develop habits of reading that carry over into adult life

COMMUNICATION SKILLS

Reading

Students should

- recognize that reading functions in their lives as a pleasurable activity as well as a means of acquiring knowledge
- learn from the very beginning to approach reading as a search for meaning
- develop the necessary reading skills to comprehend material appearing in a variety of forms
- learn to read accurately and make valid inferences
- learn to judge literature critically on the basis of personal response and literary quality

Writing

Students should

- learn to write clearly and honestly
- recognize that writing is a way to learn and develop personally as well as a way to communicate with others
- learn ways to generate ideas for writing, to select and arrange them, to find appropriate modes for expressing them, and to evaluate and revise what they have written
- learn to adapt expression to various audiences
- learn the techniques of writing for appealing to others and persuading them
- develop their talents for creative and imaginative expression
- recognize that precision in punctuation, capitalization, spelling, and other elements of manuscript form is a part of the total effectiveness of writing

Speaking

Students should learn

- to speak clearly and expressively about their ideas and concerns
- to adapt words and strategies according to varying situations and audiences, from one-to-one conversations to formal, large-group settings
- to participate productively and harmoniously in both small and large groups

- to present arguments in orderly and convincing ways

- to interpret and assess various kinds of communication, including intonation, pause, gesture, and body language that accompany speaking

Listening

Students should

- learn that listening with understanding depends on determining a speaker's purpose

- learn to attend to detail and relate it to the overall purpose of the communication

- learn to evaluate the messages and effects of mass communication

Using Media

Students should

- become aware of the impact of technology on communication and recognize that electronic modes such as recording, film, television, videotape, and computers require special skills to understand their way of presenting information and experience

- realize that new modes of communication demand a new kind of literacy

THINKING SKILLS

Creative Thinking

Students should learn

- that originality derives from the uniqueness of the individual's perception, not necessarily from an innate talent

- that inventiveness involves seeing new relationships

- that creative thinking derives from their ability not only to look, but to see; not only to hear, but to listen; not only to imitate, but to innovate; not only to observe, but to experience the excitement of fresh perception

Logical Thinking

Students should learn

- to create hypotheses and predict outcomes

- to test the validity of an assertion by examining the evidence

- to understand logical relationships

- to construct logical sequences and understand the conclusions to which they lead

- to detect fallacies in reasoning

- to recognize that "how to think" is different from "what to think"

Critical Thinking

Students should learn

- to ask questions in order to discover meaning

- to differentiate between subjective and objective viewpoints; to discriminate between opinion and fact

- to evaluate the intentions and messages of speakers and writers, especially attempts to manipulate the language in order to deceive

- to make judgments based on criteria that can be supported and explained

These objectives are all taken from ESSENTIALS OF ENGLISH.

PRINCIPAL FEATURES OF THE ENGLISH CURRICULUM

Hampton City Schools

The English Curriculum for grades 7-12, first implemented in the fall of 1983, has the following principal features:

1. Preparation and design of curriculum reflect broad research on quality English programs and the continuing counsel of an English educator of national repute with extensive curricular experience.

2. Courses are organized by grade level with three difficulty or ability levels. Credit is earned on a semester basis.

3. Within each course lessons are organized around themes.

4. Whenever appropriate, units cut across all ability levels. Moreover, certain other core elements (skills, concepts, learning processes) are taught across ability levels, with materials adjusted to interests and needs.

5. Language arts components (vocabulary development, composition, literature, language study, grammar and usage) are organized into activities in a natural way.

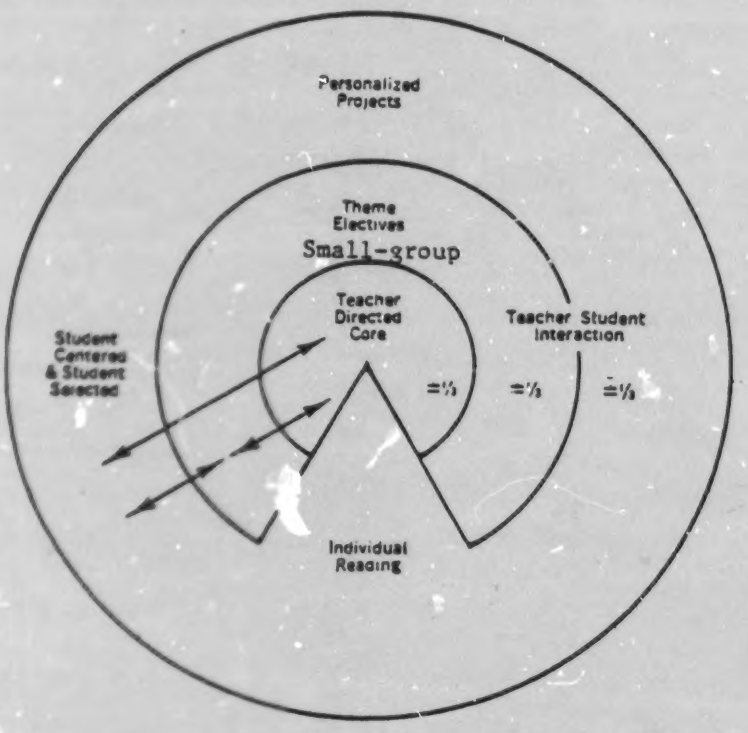
6. The sequence is broadly based and spiral, with continual reinforcement and extension of earlier learning.

7. Learning activities accommodate differences in learning styles by providing a balance of large-group assignments, individualized reading programs, and personalized projects.

8. A full assessment program tied to course objectives has been developed. Moreover, objectives for all courses have been correlated with the English Standards of Learning Objectives for Virginia Public Schools.

9. Textbook materials have been selected and continue to be selected to fit a program of core readings, small-group readings, and personalized reading.

English Curriculum
Multilevel Course Organization to Support
Quality Learning



The new English program is designed to combine a variety of instructional methods and materials to stimulate and maintain student interest and achievement. Three major strategies form a multilevel format:

1. Teacher-directed core: Large-group instruction in core materials, which establishes the basis for small-group and personalized projects.

2. Small-group activities: Student reading and discussion of books, completing study guides, and sharing compositions related to themes under study. Teacher organizes for group work, especially to help students learn at optimum pace.

3. Personalized projects: Individual readings and projects which may or may not result in small group activities.

Individual reading cuts across all levels. Student utilizes core materials, small-group thematic readings, and personalized readings and projects.

In this three-tiered curriculum model, the parts are closely interrelated. Organization is flexible, but no one component dominates.

Source: This model is taken from Ken Styles and Gray Cavanagh, "How to Design a Multi-level Course of Study to Bring About Quality Learning," The English Journal 64 (February 1975): 73-75.

BEST COPY AVAILABLE

Thematic teaching lends itself to these responses.

WHAT CAN YOU DO WITH LITERATURE BESIDES "DISCUSS" IT?

Reading More

- Books by the same author
- Books on same theme
- Reading ladders - See NCTE book (difficulty level)
- Reread the book
- Book reviews - not book reports
- Biography of author - also letters to authors
- Historical backgrounds
- Non-fiction backgrounds

Writing

- Reading log or journal
- Free responses
- Rewrite ending
- Write a sequel
- Newspapers, based on book
- Introduction to an anthology
- Story, book, play on same theme
- Transpositions:
  - Story into play, movie or TV script
  - Script into story
  - Poem into story or play
- Interviews with author or characters
- Personal experience writing on similar events (Has something like this happened to you?)
- Opinion papers: broadsides, editorials
- Fictionalized experience
- Creative writing

Talk

- Book talks (students, librarian, teacher)
- Book conferences
- Fan clubs
- Imaginary dialogues, monologues (among characters, among students and author)
- Oral readings
- Panel discussions and debates
- Oral or taped book reviews
- Outside speakers

Drama

- Improvisations
  - Problems in the story
  - Conflicts among characters
  - Alternative endings
  - Pre-reading scene setting - reading part to students
- Simulations
- Reader's theater
  - Pantomimed story
  - Improvised version
  - Barstool readings - skill reader doing transitions
- Compare dramatic readings
- Listen to recordings
- See the play
- Videotape the play
- Play production - occasional - well worth the time
  - Improvisations
  - One-acts
  - Full production

Art & Media

- Nonverbal responses
- Painting and sculpture
- Musical backgrounds
- See and discuss the film
- See related television
- Filmed response - still important
- Radio documentary
- Advertisements
- Book jackets
- Bulletin board displays
- See thematically related films
- Radio serializations - 5 minute tapes
- Slide tape
- Cable TV presentation

Stephen N. Tchudi

General Policies for Written Assignments

Writing Materials

1. Use standard notebook paper (lined paper measuring 8" by 10½" and having a red margin line) for writing. Paper torn from a composition book is not acceptable. If the paper is to be typed, use standard size (8½" X 11") white typing paper.

2. Have a pen ready for use in the classroom at all times. Use only black or blue-black ink for all written work submitted to the teacher.

3. When it is advisable to use a pencil for note-taking, quizzes, or other in-class writing, use a No. 2 lead pencil. Have pencils sharpened before class begins.

Arrangement of paper

1. Write on one side of the page unless otherwise specified.

2. Write your name, course label, and date in the upper right-hand corner of the first page.

Example:

Darryl Danvers
English 9
January 7, 1984

If the manuscript contains more than one page, write your name in the upper right-hand corner of every page. Number every page, except the first, in Arabic numerals just below your name.

3. Leave the standard margin on each side of the page. Standard margin for the right side is one inch. Leave one line blank at the bottom of each page.

4. Center the title on the first line of the first page. Do not write the title on other pages. Do not underline or use quotation marks around your title. Only use these markings when elements in your title require underlining or quotation marks in their own right.

Example: "My Last Duchess," A Psychological Study

5. Allow one line between the title and the body of the manuscript. The practice of writing on every other line for the body of a manuscript is not acceptable for the final draft. On the second page, begin writing on the top line.

6. Indent the first line of every paragraph about one inch.

7. Manuscripts having more than one page should be arranged in the proper sequence and submitted in one of the following ways, depending upon the instructions of the teacher:

   A. Folding the pages together with student's name, course label, and date written on the outside of the paper.

f. Clipping or stapling pages in the upper left-hand corner. A practical aid is for the teacher to provide a stapler for classroom use.

8. All manuscripts must be neat and legible.

Assignments

1. Assignments are due at the beginning of the period and may have points deducted if submitted late.

2. Only excused absences give the student the privilege of make-up work.

Standards of Learning Objectives

Standards of Learning skills are integrated into the curriculum throughout the year through a variety of activities. All students will demonstrate mastery of SOL objectives by completing assessment strategies in the SOL handbook. This SOL Cross-reference Guide represents a sampling of SOL-related activities.

SOL Cross-reference Guide

SOL Objective	Instruction Toward Achievement of Objective
11.1	A. Unit I, Level I (p. 39) B. Unit I, Levels II, III (p. 46)(p. 49) C. Unit II, Level I (p. 65) D. Unit III, Levels II, III (p. 80)(p. 81) E. Unit III, Level I (p. 90) F. Unit V, Level I (p. 107)
11.2	A. Unit I, Level I (p. 36)(p. 37)(p. 38)(p. 39) B. Unit I, Levels II, III (p. 46)(p. 47)(p. 48)
11.3	A. Unit I, Level I (p. 36)(p. 38) B. Unit I, Levels II, III (p. 46)(p. 49) C. Unit II, Levels I, II, III (p. 57) D. Unit II, Level I (p. 62) E. Unit II, Level I (p. 68) F. Unit III, Levels II, III (p. 77) G. Unit III, Level I (p. 90)
11.4	A. Unit I, Levels II, III (p. 48) B. Units I-IV, Level I (All composition assignments encourage revision and need to include sentence-combining as an aid.)
11.5	A. Unit II, Level I (p. 67) B. Unit II, Levels II, III (p. 59)
11.6	A. Unit II, Level I (p. 65) B. Unit III, Levels II, III (p. 84)

SOL Objective	Instruction Toward Achievement of Objective
11.7	A. Unit I, Levels II, III (p. 46) B. Unit III, Level I (p. 89) C. Unit IV, Level I (p. 99)
11.8	A. Unit I, Levels II, III (p. 46) B. Unit IV, Levels I, II, III (p. 56)
11.9	A. Unit I, Level I (p. 38) B. Unit I, Levels II, III (p. 49) C. Unit II, Level I (p. 65) D. Unit III, Levels II, III (p. 84) E. Unit IV, Levels II, III (p. 101)
11.10	A. Unit II, Level I (p. 65) B. Unit III, Levels II, III (p. 84)

Implementing the Individualized Reading Session within the Curriculum Context

RATIONALE

Although both students and teachers may be quite familiar with the term "Reading Day," it is doubtful whether they have paused to consider its curriculum implication. Most often the term simply means that the students will read some material in class, most generally "a library book," and the teacher will "catch up on some things," generally correcting/grading compositions. There are, however, essential points that should be addressed in making class reading (hereafter referred to as the reading session) an effective, valuable aspect of the English curriculum.

First, some definitions must be clarified. Reading session is any planned unit of time devoted solely to individualized, independent reading of selected books that correlate with and support the basic core ideas of the English curriculum.

Individualized, independent reading is the student's reading a selected book according to a schedule he/she has established with the advice and guidance of the teacher.

Selected book is any book which is listed in the curriculum guide and which the student has an opportunity to select for a particular assignment.

The reading session is an essential component of the English curriculum because it allows students to achieve at a rate which is comfortable to them, it stresses responsibility and maturity in both making decisions and performing, and it permits, on an individual basis, the enlargement of knowledge and experience through participating vicariously in the lives of characters, both fictional and real.

STRATEGIES AND TECHNIQUES

The success of the reading session will be the result of masterful teacher-student cooperation.

Planning

A. Selection: An effective curriculum-oriented reading session necessitates planning ahead, generally by the semester and according to curriculum unit topics. The teacher must investigate which and how many books are available and which titles are appropriate for each particular class.

B. Issuing: Before the planned reading session, the teacher presents the major books and gives some brief comments about each. A teacher should not hesitate to state that he/she has not read a book, but then should encourage the students to read it in order to share their insights with the teacher.

The teacher should announce the date, according to the semester syllabus, that the reading is to be completed and then should work with students to make any needed adjustment of the schedule. Both the students and the teacher should be completely clear about the final date.

The teacher should give some positive comments concerning the purpose for reading the works. The students would then make a selection and sign the issue sheet.

As the final aspect of the issuing process, the teacher should distribute bookmarks (any strips of colorful paper, art paper, light cardboard, etc.). Then the teacher works with the students to develop an individual schedule of reading to meet the final date for completion of reading:

How many reading sessions in class will be held?

How many pages will be read per day? (This is calculated by dividing the number of days for reading per week by the

Strategies and Techniques (continued)

total number of pages of the book.) NOTE: In group work, the group leader can handle many of these aspects and can serve as monitor for his/her group.

Each student should then write his specific schedule--the date and the page number for that date--on his bookmark. The bookmark becomes a guide for the students and a monitoring device for the teacher.

C. Setting up the Reading Session: Students should be reminded of the reading session well in advance and all particulars should be settled prior to the reading session. (For example, how much time will be allowed for the reading, all period or twenty minutes?)

On the day before the reading session, the wise teacher, in a light mood, will issue some tangible reminder to the students to bring their books:

1. A page from an old book or a colorful page from a magazine.
2. A written or printed note or quotation (perhaps just slips of colored paper with the abbreviations b. Y. B. T. {Bring Your Book Tomorrow.})
3. A simple object such as a dried leaf.
4. Colored slips of paper on which the students write themselves a note.

These simple items are unorthodox enough to help the students to remember their preparation for the next day's task.

If any books are to be used from the Media Center, the students should have these checked out before the day of the reading session.

Finally, the teacher should be prepared to read also--either one of the texts the students are reading or one of similar description. He should share his reading plans with the class. The effectiveness of the program is partly due to the teacher's setting an appropriate model.

ACHIEVING THE TASK

Reading should begin immediately after the roll is completed or should be done strictly according to the schedule that was established. If twenty minutes were allotted during the planning stage for the reading session, then a full twenty minutes should be used for the reading task.

No other activities (returning papers, individual conferences, etc.) should be scheduled or conducted.

A relaxed atmosphere should be maintained. A student may find that propping up his/her feet is quite conducive to good reading.

The concerned teacher sets the model again by reading an appropriate book.

In short, the reading session, to be effective, should be used for reading for everyone: the teacher does not grade papers; the students do not make up back work. The session must not become a "filler" (something for some of the students to do while others are involved in activities other than planned reading).

FOLLOW-UP

Some form of follow-up should come after a reading session. It should be brief but directed.

Oral (General informal discussion):

What did you like about what you read?

What can you anticipate about the plot?

Did you make a good choice in selecting this book?

Written:

The teacher distributes colored slips of paper and asks the students to give such information as the title and author of the book, the number of pages read during the session, and one important or interesting incident from the section read during the session. The

questions may vary: one interesting or amusing character and why he/she is, or one interesting or unusual place and why it is.

A variation of this plan is for the teacher to distribute the slips and have the students give the title and author of the book and then some (five to seven) impressions of the book. The slips may be kept and used for further reports. The teacher just needs to update the question: List another interesting character and tell what makes him so, or tell what changes that may have occurred in the previous character.

The teacher should read all the slips and put a check on them. It is well for the teacher to make some general, positive oral comments about the reading on the day after the reading session.

Printed forms may also be used as reports of progress during the reading session (see sample reporting forms following the text). It is a good practice to give a grade for the progress made during the reading session (see sample forms). If this written form is used, it is well to have the students prepare the slips during the last five minutes of the reading session.

Quizzes should not be given on the reading session activity, since the purpose is not to prepare for being tested. Students should have an opportunity to respond in a final essay (see sample forms) and on the course examination.

IMPLICATION

If the teacher plans adequately for the reading sessions and conducts these as an integral part of regular English instruction, students will be more positive and more knowledgeable in their responses. If the teacher

plans for reading on a regular basis and makes adjustments in the grade level and the ability grouping of his students, then the students are likely to regard the reading session as a period of potential accomplishment.

Sample reporting forms and activities follow.

Progress Report of Reading

Name _____ Period _____ Date _____

What is the name of the novel or play that you read this period? Give the author.

How many pages did you read during the period? _____

In complete sentences, comment on one incident that happened in the section that you read this period.

Signature _____

Progress Report of Reading

Name _____ Date _____

Class _____ Period _____

Today I read (title) _____

I read the following pages: _____

How well did I use my time for reading during the period? _____

_____

_____

_____

What rating (grade), based on the above questions, do I assign myself for today's reading? _____

My signature: _____

Signature of teacher: _____

Final grade assigned by the teacher: _____

Composition on Individualized Reading

A character in modern literature, just as in classical literature, may experience "a rise and fall" in his existence.

Select one major character from the novel you read and trace his/her rise to success, fame, etc., or his/her attempt to do so and his/her fall--his experience with failure.

Note: Do not give a summary of the plot. Do not give a character sketch. You are considering the idea from a trace point of view. You would account for all the changes (physical, emotional, economic) that occur in the character's development.

(Note to teacher: Adjustments must be made here for grade level and ability grouping.)

Lesson on the Nineteenth Century Novel

Often a novelist introduces in his novel an element--an incident, a happening, a character, or a place--that is unexpected or unanticipated. Sometimes the element may seemingly serve little purpose.

In an organized essay consider several examples from your reading of a nineteenth century English novel of the author's use of an unexpected or unanticipated element. Show why and how the author integrated the elements into the novel. Does the inclusion of the elements have any major impact on the overall significance of the novel?

(Note to teacher: Adjustments must be made here for grade level and ability grouping.)

Guidelines
Use of the Computer

Word Processing: (This software package, like a typewriter, is useful at every stage of composing. Students may save their work to a diskette or may produce a printed copy.)

1. Train 3 students in the use of Bank Street Writer (about 15 minutes) or let 3 computer-literate students train themselves with the manual. After this, each trained student, paired with another, can acquaint their partners with the use of the program. With daily training on 3 computers a class of 25 can be familiar with this program in a week. (No more than 3 can view the screen at once so avoid larger groups than this.)
2. Assign 2 students to compose on the computer an assignment that has been given to small groups for discussion and writing (e.g., create a dialogue between Macbeth and Antigone about their motives).
3. During any writing period (at least a half period), send one student to compose on the computer. (A word processing program can be used by only one person at a time unless the teacher has other educational goals involving discussion.)
4. Send a pair (never more than three) of students to edit a composition that has been saved to a diskette. Students should make a hard copy to allow revisions at home.

Dialogue Software

1. The Brainstorm and Diamante software require only one user. These are designed to aid the invention stage of composing. Each program will offer the opportunity to make a hard copy, which can be used in class or with the word processing program to draft into an essay.

Dialogue Software (continued)

2. Send 3 students to use Invention: Narration to create a dialogue and make a printout for discussion of plot development and/or characterization.

Drill and Practice and Tutorial Software:

The teacher should:

1. Read the manuals that accompany the commercial programs to find out if a printout can be expected. These software packages are designed to be used by an individual. The teacher needs to determine with the student which aspects of the tutorial is useful at a given time.
2. Drill and Practice software is designed for individual users to reinforce classroom instruction. Such programs are helpful in providing practice for the student who needs to review concepts beyond the repetition required by the class. Students needing such extra practice can be rotated to the computer while related small-group or individual activities are going on in class.
3. Some programs (Crossword Magic, Magic Spells, Student Word Study) allow the teacher and/or interested students to create their own materials. Students will enjoy doing this for their classmates.

Computer Software
Recommended for Grade 11

Computer software for Language Arts has been written in three programming styles: drill and practice, tutorial, and dialogue. Most of the materials listed below provide drill and practice in which users are given information that they must apply to specific situations. The tutorial allows users an opportunity to control their own study by selecting from a memu of materials. Both of these types of software provide feedback within the program as well as recording users' responses at the end. The dialogue program requires users to construct responses in their individual styles and provide an opportunity to print out responses or to save them to a diskette for future use.

All of the software listed below is available from the Professional Library and from other libraries as noted.

Composition:

Applewriter II (word processing - Level III)
Bank Street Writer (word processing - all levels)
**Brainstorm: Description
**Brainstorm: Exposition
**Brainstorm: Argumentation
**Diamante (diamond poem)
**Invention: Narration (available only through English Office)

Language Development:

Analogies
Compu-spell (adult/secretarial)
Crossword Magic
Krell's College Board SAT Exam Preparation
The Linguist (enrichment)
Magic Spells
Mastering Parts of Speech (remedial) (Davis Jr. High)
*SAT Word Attack Skills (available only at Bethel)
Speed Reader
Wordrace (game)

*Tutorial Program
**Dialogue Program

Computer Software - Grade 11

Reading Development:

*Comprehension Power, Levels Hi-A-B-C; J-K-L
Compu-read
Thinking and Learning (Davis Jr. High)

Literature:

Island of the Blue Dolphin (Level I)
Where the Red Fern Grows (Level I)
Red Badge of Courage
A Separate Peace
Adventures of Huckleberry Finn
The Miracle Worker
1984

*Tutorial Program
**Dialogue Program

UNIT I: AMERICA'S DREAM AND PROMISE

LEVEL I

Rationale

The unit "America's Dreams and Promises" will provide many opportunities for students to discuss and write about, in various forms, American literature as well as develop personal opinions and expressions about the culture he lives in.

OBJECTIVES

Reading: The student will gain insight into the culture and history of the American people through the study of literature.

The student will explore the relationship between style and meaning in literature.

Writing: The student will write for a variety of audiences. Activities will range from journals, to social and business correspondence, to formal essays to writings suitable for publication.

The student will vary sentence structures to enhance and clarify meaning.

The student will write a documented informational paper dealing with America.

The student will use bibliographical data to acknowledge sources used in his documented informational paper about America.

Speaking: The student will analyze the communication process used in public speaking and make oral presentations of literature about American dreams and promises.

The student will demonstarate proficiency in extemporaneous and impromptu speaking in discussing American literature and audio visual materials.

Listening: The student will learn to concentrate on the structure of the presentation, as an aid to understanding meaning.

RESOURCES

Core Textbooks

Olson, M. C.,et al., The Writing Process: Composition and Applied Grammar, 11, Allyn and Bacon, Inc.

Smith, R. J.,& Schulz, M. F., Emblem, Harcourt Brace Jovanovich, Inc.

"Some Dreams," Emblem, p. 44

"Still Here," Emblem, p. 45

"A Deep Need for Elbow Room," Emblem, pp. 47-51

"Stampede on the Cimarron," Emblem, pp. 58-61

"So Much Depends Upon a Red Tent," Emblem, pp. 297-306

"A Sinister Metamorphosis," Emblem, pp. 37-376

"Flying to the Moon," Emblem, pp. 382-393

Suggested Readings for Small Groups

It is to be emphasized that teachers may add or delete readings based on factors such as student interest, availability of materials and ability levels of individuals.

Shane, Levels 1 and 2
Little House on the Prarie, Level 1
Red Ribbon on a White Horse, Levels 1, 2 and 3

Suggested Individualized Readings

It is to be emphasized that teachers may add or delete readings based on factors such as student interest, availability of materials, and ability level of individuals.

The Immigrants, Levels 1, 2 and 3
The Establishment, Levels 1, 2 and 3
The Yearling, Level 1
The Call of the Wild

Supplementary Materials

Print

Selected magazines and newspaper articles that can be related to the unit theme can supplement readings of a literary nature. For example, Time has weekly one-page essays dealing with current American issues. These could be

duplicated and read in class to stimulate discussion or/and composition. On an adolescent level, the high school libraries subscribe to periodicals geared toward student interest. Articles reproduced from these sources may correlate with thematic unit under study. Also, history resource books may provide the text or excerpts from famous American speeches.

Media

Available from Hampton City Schools Educational Resource Center.

Biographies - The ERC has many 16mm biographical films dealing with American historical and literary figures whose lives illustrate America's dream and promise. (See "History" and "English" sections.)

Suggested Non-Biographical 16mm Films.

Autumn: Frost Country #0081

Huckleberry Finn Part I, II, III #2001

Jack London's to Build a Fire #2599

Bridge #2685

Dr. Heidigger's Experiment #2126

The American Spectacle #1875

Faith in Ourselves, Part I, II #1002

Why Man Creates #2122

The American Parade: We the Women #2506

Videotapes

American Women #4099

American Women: Echoes and Dreams Series #4511, #3515

Future Shock #4367

Give Me Liberty #4235

Little Big Land #4079

Trail of Tears #4338

Most schools have the capability of videotaping films and television programs for future broadcast in the classroom. With the wide variety of programming available due to commercial and public cable television, it is recommended that teachers capitalize on this readily available resource.

The Arts

Since art is an expression of the culture that produces it, any student exposure to American paintings, theatre, sculpture, dance, folk art can be drawn into this unit. "For example, ethnic art or sculpture could be shown in conjunction with related literature. Hampton Institute's Archives possesses the largest native collection of black art. Literature and art can be studied together as related expressions of the black idea of America's promise."(Vandersee)

Other Disciplines

There is an obvious connection between history, social studies, vocational and career education and the theme "America's Dream and Promise." This fact opens up opportunities for team-teaching or utilizing materials from teachers to other disciplines (films, readings, pamphlets).

Community Resources

Field trips (NASA, local theatres and museums like Syms-Eaton.)

Speakers from the community (i.e. naturalized citizens, well-traveled military personnel, people knowledgeable in vocational and career options.)

SEQUENCE AND STRUCTURE

A. Introductory suggestions (5-8 days)

1. Get a map of the United States and draw out students to talk about different areas of this country they have lived in or traveled to. Since Hampton's population includes many children from military homes, this topic might be a good "opener" to capitalize on and generate initial interest in the unit.

2. Find out if any of your students have lived outside the United States. Let them state likes and dislikes about both, comparing and contrasting cultures.
3. Use home slides or pictures from all over the United States brought in by students.
4. Use home slides or pictures from foreign countries brought in by students.
5. Use AV from ERC dealing with America.
6. Introductory poem - excerpt from "Western Star" (American Literature Themes and Writers).

B. (5-6 weeks)

Large-group teacher-directed readings, discussions, writings or projects.

Small-group readings, discussions, writings, or projects

C. (2-3 weeks)

Culminating Activities

Presentation of individual projects

Unit test

ACTIVITIES

Teacher-directed activities for the entire class.

1. Literature

a. General activities

-Use a film, filmstrip, video tape, or recording to encourage reading. The actual reading can often be the follow-up activity. This approach might initiate interest as well as stimulate future discussion and composition (i.e., comparing and contrasting one medium over the other; differences, superior techniques, student preferences of one medium over the other).
-Encourage oral readings and dramatizations to make literature "alive" to students.
-Allow students to find or create pictures that visualize characters, costumes, and settings similar to those studied.

-Allow time in class for students to read silently.
-Give numerous opportunities in figuring out vocabulary from context.
-"Set the stage" before teaching the literature "cold" by providing students with biographical information about the author or historical or non-fictional background that relates to the reading that will follow.
-Invite into the classroom outside speakers.

b. Specific activities

-The teacher should orally read the selection from "Western Star" in the text American Literature: Themes and Writers. Suggested topics for discussion:
What conditions in English prompted people to come to the New World? (Since most juniors are taking American history, it may be appropriate to ask students to bring their history books to dig for the answer. Teacher can also employ history related AV.) This is an opportunity for an extemporaneous speech that relates this information to literature studied. (SOL 11.2, 11.7)
-Have students keep an author portfolio in which they collect over the course of the school year short biographical sketches of authors studied.

2. Writing

a. General activities

-Write a letter or a diary entry in the voice of a character studied.(SOL 11.
-Rewrite the ending of a story studied.
-Write a sequel to a story studied.
-Write a newspaper account of a story studied.
-Role play, in writing, acting as the mother, psychiatrist, friend, or foe of a character studied.
-Write a dialogue (dramatization) of a key scene or a scene you would have liked to have seen during the course of a story studied.
-Write transpositions:

Story into play, movie, or TV script
Script into story
Poem into story or play

-Write interviews or letters with authors or characters studied.
-Write stories, poems, and the like.
-Develop opinion papers.
-Write a paper relating personal experiences with events read about.
-Write almost every day, but weekly choose the best paper of the week to submit for grading, while all others are put in the writing portfolio or writing/composition folder.
-Imitate the writing style of a writer studied.

b. Specific activities

-After discussing the projection of "Americana" into today's commercials, have students write a script for a TV commercial seriously or comically treating this style. Use Chapter 13 in The Writing Process to guide students in how to do script writing.

-Write a composition after interviewing someone over age 35 on how America has changed since his/her youth. Use Chapter 7 in The Writing Process for guidance.
-Write a composition about some landmark from your youth that is no longer the same. Contrast the past and the present. Use Chapter 4 in The Writing Process for guidance.
-Write about the use of language in some reading studied in class.
-Write about the kind of America you would like to see your children grow up in.

Small-group Activities

1. Literature

a. General activities

-Divide the class into 4-6 small groups. Have each group read aloud a short reading (15-20 minutes). Each group is responsible for providing for the rest of the class (a) a brief summary of material read and (b) their personal analysis of what they read.
-Have small groups prepare bulletin boards "selling" a book they are reading.
-Present a dramatization of a scene depicted in reading. You may wish to videotape this.
-Use panel discussions and debates on readings studied.
-Produce multi-media projects reflecting novel from small-group reading list group has read.
-Have each group study different short stories sharing similar authors and themes. This is an opportunity for randomly selected extemporaneous speeches. (SOL 11.2)

b. Specific activities

-Find copies of classic poems dealing with America. Report on the author and how the poem deals with American history. Suggested poems:

"Paul Revere's Ride" by Henry Wadsworth Longfellow
"Battle Hymn of the Republic" by Julia Ward Howe
"O Captain, My Captain" by Walt Whitman
"Where Have All the Flowers Gone"
"Blowing in the Wind" by Bob Dylan
"I Hear America Singing" by Walt Whitman
"The Star Spangled Banner" by Francis Scott Key
"Old Ironsides" by Oliver Wendell Holmes

-Read different poems by Langston Hughes and discuss the theme "America's Dream and Promise" as seen by a prominent black American author. Suggested readings:

A Raisin in the Sun (also "Dream Deferred")
"Dream Variation"
"Daybreak in Alabama"
"Youth"
"The Dream Keeper"

"Dreams"
"I, Too"
"As I Grew Older"
"Let America Be America Again"

-Follow-up activities for the small-group readings of specific novels may vary in format.
-Have small-groups work on assignments of the teacher's choosing in connection with the reading of completely different novels.

Level 1 suggestions:

Shane
Little House on the Prairie
Red Ribbon on a White Horse

2. Writing

a. General activities

-Small groups can read and edit each other's writing.
-Small groups can serve as a real audience to student authors by simply responding to each other's shared writings.
-Small groups can collectively write a paper. For example, one student might write one line and then pass it on to the next, and so on. This process is continued until writing is completed. Group, then, revises and submits a polished reading to the class.
-Students can choose from the same topic to share ideas either before, during, or after the wrting is done.

b. Specific activities

-Compose a newspaper article detailing the plot of a short story read. Use Chapter 8 in The Writing Process for guidance.
-See a movie and write a movie review of it. Use the Daily Press movie reviews, for example, as a model. Also, see Chapter 8 in The Writing Process.
-Take a key scene or a scene you would have liked to have seen and create it or transpose it into another literary form. Use Chapter 11 from The Writing Process.
-Compare and contrast two readings. (SOL 11.9)

Individual Projects

1. Literature

a. General activities

-Create non-verbal responses to literature, art, costume, set design (in the form of artistic renderings or scale models for example) music, sculpture.
-Create and enact a commercial or movie review dealing with a book read from the individualized reading list. (SOL 11.3)
-Read other books with the same theme or author and share reactions. Use this as an opportunity for impromptu speaking. (SOL 11.2)

b. Specific activities

-Create an oral presentation using art prints depicting America and the reading of appropriate poems not previously studied in class.
-Using music as a background to an oral presentation, give poetry readings not previously read in class.
-Orally report on independent reading further exploring the theme of America's dream and promise or an author that has been studied who is of particular interest to the student.
-Present a dramatic reading or monologue that has been memorized with the use of costumes and limited props.
-Produce a multi-media project on some theme dealing with America. Turn in the script that details this project.
-Do an oral presentation of ethnic American Poetry (i.e., Negro, Chicano, Indian, etc.) using any auditory or visual aids to enhance poetry.
-Taking on the character of an author studied, come in and give the class a book talk and answer questions about your life. (SOL 11.2)

2. Writing activities

-Create an original piece of writing dealing with the unit theme to be read to class.
-Submit an original piece of writing (and, perhaps, an accompanying illustration) to be compiled and reproduced for each student. This in-class literary magazine can be included in each student's composition portfolio.

EVALUATION

The apportionment of class time to activities should be approximately large-group teacher-directed lessons (one-third), small-group activities of all types (one-third), and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all 3 major areas. The value given to the various components in determining the 9-week grade will be approximately as follows:

Daily assignments, including small-group work (discussion) but not personalized reading. 25%

Major writing assignments, or composition folder as a whole. 25%
Composition folder should include graded and non-graded writing as well as a completed cumulative reading card signed by the teacher.

Personalized reading and special projects. 25%

Tests (try to use essay!) 25%

UNIT I: AMERICA'S DREAM AND PROMISE

LEVELS II and III

Rationale

The unit "America's Dreams and Promises" will provide many opportunities for students to discuss and write about, in various forms, American literature as well as develop personal opinions and expressions about the culture he lives in.

OBJECTIVES

Reading: The student will gain insight into the culture and history of the American people through the study of literature.

The student will explore the relationship between style and meaning in literature.

Writing: The student will write for a variety of audiences. Activities will range from journals to social and business correspondence, to formal essays, to writings suitable for publication.

The student will vary sentence structures to enhance and clarify meaning.

The student will write a documented informational paper dealing with America.

The student will use bibliographical data to acknowledge sources of information used in his documented informational paper about America.

Speaking: The student will analyze the communication process used in public speaking in making oral presentations of literature about American dreams and promises.

The student will demonstrate proficiency in extemporaneous and impromptu speaking in discussing American literature and audio visual materials.

Listening: The student will learn to concentrate on the structure of the presentation.

RESOURCES

Carlsen, G. R., et al., American Literature: Themes and Writers, McGraw-Hill Book Co.

The first section in this text titled "Dreams and Promises" includes several readings from which the teacher may pick and choose in investigating this theme. The teacher may also use selections from the sections "The Independent Spirit" and "The Comic Imagination" wherever appropriate as these represent areas of the text that are not specifically employed in the thematic breakdown of Hampton's curriculum. For example, it is easy to incorporate Walt Whitman's "I hear American Singing" with the theme "America's Dream and Promise."

Olson, M. C., et al., The Writing Process: Composition & Applied Grammar, Allyn & Bacon, Inc.

Each junior English class will have a class set of the composition and applied grammar text.

Suggested Readings for Small-Groups

It is to be emphasized that teachers may add or delete readings based on factors such as student interest, availability of materials and ability level of individuals.

Shane, Level 2

The Great Gatsby, Level 2 and 3

Notes of A Native Son, Levels 2 and 3

My Antonia, Levels 2 and 3

Red Ribbon on a White Horse, Levels 2 and 3

Babbitt, Level 3

The Immigrant Experience: The Anguish of Becoming an American, Levels 2 and 3

Let the Hurricane Roar, Level 2

Suggested Individualized Readings

It is to be emphasized that teachers may add or delete readings based on factors such as student interest, availability of materials, and ability level of individuals.

An American Tragedy, Level 2

The Immigrants, Levels 2 and 3

The Establishment, Levels 2 and 3

The Prairie, Level 3

Future Shock, Level 3

The Virginian

John Brown's Body, Level 3

The Underground Railroad

Tomorrow is Now

The Call of the Wild

Machol

Profiles in Courage

Supplementary Materials

Print

Selected magazines and newspaper articles that can be related to the unit theme can supplement readings of a literary nature. For example, Time has weekly one-page essays dealing with current American issues. These could be duplicated and read in class to stimulate discussion or/and composition. On an adolescent level, the high school libraries subscribe to periodicals geared toward student interest. Articles reproduced from these sources may correlate with thematic unit under study. Also, history resource books may provide the text or excerpts from famous American speeches.

Media

Available from Hampton City Schools Educational Resource Center.

Biographies - The ERC has many 16mm biographical films dealing with American historical and literary figures whose lives illustrate America's dream and promise. (See "History" and "English" sections.)

Suggested Non-Biographical 16mm Films.

Autumn: Frost Country #0081

Huckleberry Finn Part I, II, III #2001

Jack London's to Build a Fire #2599

Bridge #2685

Dr. Heidigger's Experiment #2126

The American Spectacle #1875

Faith in Ourselves, Part I, II #1002

Why Man Creates #2122

The American Parade: We the Women #2506

Videotapes

American Women #4099

American Women: Echoes and Dreams Series #4511, 4515

Future Shock #4367

Give Me Liberty #4235

Little Big Land #4079

Trail of Tears #4338

Most schools have the capability of videotaping films and television programs for future broadcast in the classroom. With the wide variety of programming available due to commercial and public cable television, it is recommended that teachers capitalize on this readily available resource.

The Arts

Since art is an expression of the culture that produces it, any student exposure to American paintings, theatre, sculpture, dance, folk art can be drawn into this unit. "For example, ethnic art or sculpture could be shown in conjunction with related literature. Hampton Institute's Archives possesses the largest native collection of black art. Literature and art can be studied together as related expressions of the black idea of America's promise."

Other Disciplines

There is an obvious connection between history, social studies, vocational and career education and the theme "America's Dream and Promise." This fact opens up opportunities for team-teaching or utilizing materials from teachers to other disciplines (films, readings, pamphlets).

Community Resources

Field trips (NASA, local theatres and museums like Syms-Eaton.)

Speakers from the community (i.e. naturalized citizens, well-traveled military personnel, people knowledgeable in vocational and career options.)

SEQUENCE AND STRUCTURE

A. Introductory suggestions (5-8 days)

1. Get a map of the United States and draw out students to talk about different areas of this country they have lived in or traveled to. Since Hampton's population includes many children from military homes, this topic might be a good "opener" to capitalize on and generate initial interest in the unit.
2. Find out if any of your students have lived outside the United States. Let them state likes and dislikes about both, comparing and contrasting cultures.

3. Use home slides or pictures from all over the United States brought in by students.
4. Use home slides or pictures from foreign countries brought in by students.
5. Use AV from ERC dealing with America.
6. Introductory poem--excerpt from "Western Star" (American Literature: Themes and Writers).

B. (5-6 weeks)

Large-group, teacher-directed readings, discussions, writings or projects.

Small-group readings, discussions, writings, or projects.

C. (2-3 weeks)

Culminating Activities

Presentation of individual projects

Unit test

ACTIVITIES

Teacher-directed activities for the entire class

1. Literature

a. General activities

-Use a film, filmstrip, videotape, or recording to encourage reading. The actual reading can often be the follow-up activity. This approach might initiate interest as well as stimulate future discussion and composition (i.e., comparing and contrasting one medium over the the other).
-Encourage oral readings and dramatizations to make literature "alive" to students.
-Allow students to find or create pictures that visualize characters, costumes, and settings similar to those studied.
-Allow time in class for students to read silently.
-Give numerous opportunities in figuring out vocabulary from context.
-"Set the stage" before teaching the literature "cold" by providing students with biographical information about the author or historical or non-fictional background that relates to the reading that will follow.
-Invite into the classroom outside speakers.
-Have students give impromptu talks on ideas recently developed in literature and writing. (SOL 11.2)

b. Specific activities

-The teacher should orally read the selection from "Western Star" in the text American Literature: Themes and Writers. Suggested topics for discussion:

What conditions in English prompted people to come to the New World? (Since most juniors are taking American history, it may be appropriate to ask students to bring their history books to dig for the answer. Teacher can also employ history related AV.) (SOL 11.7)

-Discuss metaphor in relation to Line 86 "on a five months journey to settle Mars." Other metaphors are on Line 78, Line 135, and Lines 147-149.
-Take one or more students to the library to research and write short biographical sketches of key literary figures of the Colonial Period listed on page 82 in American Literature: Themes and Writers. This is an opportunity for a formal speech with analysis. (SOL 11.1)
-Have students keep an author portfolio in which they collect over the course of the school year short biographical sketches of authors studied.
-Read the "Declaration of Independence" and "The Gettysburg Address" in American literature text and discuss what makes these great speeches. Write an essay explaining this. (SOL 11.8)

2. Writing

a. General activities

-Write a letter or a diary entry in the voice of a character studied. (Specify an audience.) (SOL 11.3)
-Rewrite the ending of a story studied.
-Write a sequel to a story studied.
-Write a newspaper account of a story studied.
-Role play, in writing, acting as the mother, psychiatrist, friend, or foe of a character studied. Specify an audience. (SOL 11.3)
-Write a dialogue (dramatization) of a key scene or a scene you would have liked to have seen during the course of a story studied.
-Write transpositions:
  Story into play, movie, or TV script
  Script into story
  Poem into story or play
-Write interviews or letters with authors or characters studied. Specify an audience. (SOL 11.3)
-Write stories, poems, and the like.
-Develop opinion papers. Select randomly students for impromptu speeches on this subject to the class. (SOL 11.2)
-Write a paper relating personal experiences with events read about.
-Write almost every day, but weekly choose the best paper of the week to submit for grading, while all others are put in the writing portfolio or writing/composition folder.
-Imitate the writing style of a writer studied.

b. Specific activities

-After discussing the projection of "Americana" into today's commercials, have students write a script for a TV commercial seriously or comically treating this style. Use Chapter 13 in The Writing Process to guide students in how to do script writing.
-Write a composition after interviewing someone over age 35 on how America has changed since his/her youth. Use Chapter 7 in The Writing Process for guidance.
-Write a composition about some landmark from your youth that is no longer the same. Contrast the past and the present. Use Chapter 4 in The Writing Process for guidance.
-Write about the use of language in some reading studied in class. (SOL 11.8)
-Write about the kind of America you would like to see your children grow up in.

Small-group Activities

1. Literature

a. General activities

-Divide the class into 4-6 small groups. Have each group read aloud a short reading (15-20 minutes). Each group is responsible for providing for the rest of the class (a) a brief summary of material read and (b) their personal analysis of what they read.
-Have small groups prepare bulletin boards "selling" a book they are reading.
-Present a dramatization of a scene depicted in reading. You may wish to videotape this.
-Use panel discussions and debates on readings studied.
-Produce multi-media projects reflecting novel from small-group reading list the group has read.
-Each group study different short stories sharing similar authors and themes. Choose at random a student from each group to give an extemporaneous speech on the literature discussed. (SOL 11.2)

b. Specific activities

-Small groups will read different readings by Washington Irving, summarizing and analyzing the reading for the class in an oral presentation. Suggested readings:

"The Devil and Tom Walker" (in American Literature text)
"The Camp of the Wild Horse" (in American Literature text)
"Rip Van Winkle"
"The Legend of Sleepy Hollow"
"The Spectre Bridegroom"

-Find copies of classic poems dealing with America. Report on the author and how the poem deals with American history. Suggested poems:

"Paul Revere's Ride" by Henry Wadsworth Longfellow
"Battle Hymn of the Republic" by Julia Ward Howe
"O Captain, My Captain" by Walt Whitman
"Where Have All the Flowers Gone"

"Blowing in the Wind" by Bob Dylan
"I Hear America Singing" by Walt Whitman
"The Star Spangled Banner" by Francis Scott Key
"Old Ironsides" by Oliver Wendell Holmes

-Read different poems by Langston Hughes and discuss the theme "America's dream and promise" as seen by a prominent black American author. Suggested readings:

A Raisin in the Sun (also "Dream Deferred")	
"Dream Variation"	"Daybreak in Alabama"
"Youth"	"The Dream Keeper"
"Dreams"	"I, Too"
"As I Grew Older"	"Let America Be America Again"

-Small groups will read different selections by Nathanial Hawthorne. Three short stories are included in the American Literature text, although longer novels like The Scarlet Letter or The House of Seven Gables can be appropriately worked in here.
-Follow-up activities for the small-group readings of specific novels may vary in format. Select, for example, one student from each group to deliver an extemporaneous speech on the literature discussed. (SOL 11.2)
-Read American Literature text excerpt from Walden. It is conveniently divided in this text into six sections. Each small group can orally read its section then report orally to the rest of the class about what they have read. Additional follow-up reading might be The Night Thoreau Spent in Jail.
-Have small groups work on assignments of the teacher's choosing in connection with the reading of completely different novels.

2. Writing activities

a. General activities

-Study a variety of sentence structures and practice conveying meaning through varied sentence patterns. Then small groups can read and edit each other's writings looking for these specific improvements. (SOL 11.4)
-Small groups can serve as a real audience to student authors by simply responding to each other's shared writings.
-Small groups can collectively write a paper. For example, one student might write one line and then pass it on to the next, and so on. This process is continued until writing is completed. Group then revises and submits a published reading to the class.
-Students can choose from the same topic to share ideas either before, during, or after the writing is done.

b. Specific activities

-Compose a newspaper article detailing the plot of a short story read. Use Chapter 8 in The Writing Process for guidance.
-See a movie and write a movie review of it. Use the Daily Press movie reviews, for example, as a model. Also, see Chapter 8 in The Writing Process.

-Take a key scene or a scene you would have liked to have seen and create it or transpose it into another literary form. Use Chapter 11 from The Writing Process.
-Write a character analysis of a major character studied.
-Compare and contrast the treatment of the main idea of two readings and relate this discussion to a thesis about the theme of the unit. (SOL 11.9)

Individual Projects

1. Literature

a. General activities

-Create non-verbal responses to literature, art, costume, set design (in the form of artistic renderings or scale models for example), music, sculpture.
-Create and enact a commercial or movie review dealing with a book read from the individualized reading list.
-Read other books with the same theme or author and share reactions.

b. Specific activities

-Create an oral presentation using art prints depicting America and the reading of appropriate poems not previously studied in class.
-Using music as a background to an oral presentation, give poetry readings not previously read in class.
-Orally report on independent reading, further exploring the theme of America's dream and promise or an author who has been studied who is of particular interest to the student. (SOL 11.1)
-Present a dramatic reading or monologue that has been memorized with the use of costumes and limited props.
-Produce a multi-media project on some theme dealing with America. Turn in the script that details this project.
-Do an oral presentation of ethnic American poetry (i.e., negro, chicano, Indian, etc.) using any auditory or visual aids to enhance the poetry.
-Taking on the character of an author studied, come in and give the class a book talk and answer questions about your life.

2. Writing activities

-Create an original piece of writing dealing with the unit theme to be read to the class.
-Submit an original piece of writing (and, perhaps, an accompanying illustration) to be compiled and reproduced for each student. This in-class literary magazine can be included in each student's composition portfolio.
-Write a letter to an author still living giving your reactions to his work. (SOL 11.3)
-Write the script for a documentary on American dreams and promises.

EVALUATION

The apportionment of class time to activities should be approximately large-group teacher-directed lessons (one-third), small-group activities of all types (one-third) and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all 3 major areas. The value given to the various components in determining the 9 week grade will be approximately as follows:

Daily assignments, including small-group work (discussion) but not personalized reading.	25%
Major writing assignments, or composition folder as a whole. Composition folder should include graded and non-graded writing as well as a completed cumulative reading card signed by the teacher.	25%
Personalized reading and special projects.	25%
Tests (try to use essay!)	25%

UNIT II: INNER STRUGGLE

LEVELS I, II, AND III

Rationale

Inner struggle is an important theme in American literature. Since early childhood, students have experienced struggles with their own conscience and human choices; therefore, they will identify with this unit and be sensitive to the conflict described in the selections.

Through studying this unit the students will examine the forces involved in the inner struggle focusing on the man vs. himself conflict. They will be able to draw conclusions about man's existence and his adaptation to the world in which he lives. They will learn to analyze inner struggles as means of clarifying moral values and achieve an understanding of themselves and the significance of their emotions and behavior as seen in chosen works. The students will develop an appreciation for decision-making and gain a deeper appreciation of the writer as a person much concerned with the clash of human values and interests. Reading and studying about inner struggles will be advantageous to the students because they will become aware that the decisions or solutions to their struggles do affect their personalities and mold their future.

OBJECTIVES

Reading: To read and examine examples of well-written material relevant to inner struggle.

Writing: To write in response to literary selections and to express personal ideals about inner struggles.

Listening: To develop good listening skills and develop the ability to evaluate what they hear; to increase aesthetic taste and judgment.

Speaking: To express ideas with facility, clarity, and without embarrassment as they demonstrate proficiency in group discussion, recitation, and various oral reports.

RESOURCES

Core Textbooks

Carlsen, G. R.,et al., American Literature: Themes and Writers, McGraw-Hill Cook Co. (Levels 2 and 3).

Smith, R. J.,& Schulz, M. F., Emblem, Harcourt Brace Jovanovich, Inc. (Level 1).

Olson, M. C.,et al., The Writing Process: Composition and Applied Grammar, Allyn and Bacon, Inc.

Supplementary Materials

Kitzhaber, A. R., Perspectives on the Short Story, New York: Holt, Rinehart and Winston, Inc. 1974.

Kitzhaber, A. R., Approaches to the Short Story, 1974.

Barrows, Marjorie W., The American Experience: Fiction, New York: Macmillan Publishing Co., 1974.

Small-group Readings

Ethan Frome, Level 3
The Glass Menagerie, Level 3
Look Homeward Angel, Level 3
A Separate Peace, Level 3
I Never Promised You a Rose Garden, Levels 2 and 3
The Bell Jar, Level 3
Seventeenth Summer, Levels 1 and 2
Mrs. Mike, Levels 1 and 2
J. L. Seagull, Levels 1 and 2

Individualized Readings

To Kill a Mockingbird, Levels 2 and 3
The Ox Bow Incident, Levels 1 and 2
The Catcher in the Rye, Levels 2 and 3
Arrowsmith, Levels 2 and 3
A Certain Rich Man, Levels 2 and 3
Martin Eden, Levels 1 and 2
Dandelion Wine, Levels 1 and 2
Man in the Moon Marigolds, Levels 1 and 2
If I Love You, Am I Trapped Forever, Level 1
The Outsiders, Level 1
Almost April, Level 1
Second-Hand Family, Level 1
A Girl Like Me, Level 1
Matthew, Mark, Luke, John, Level 1
Soul Brothers and Sister Lou, Level 1
Shadow of a Bull, Level 1

FILMS

The Hampton Resource Center has a variety of films, TV cassettes and records which can be used in this unit. Below are listed only a few suggested titles:

Autumn Frost Country #0081
Bartleby; Parts I and II #2272
Edgar Allan Poe #0576
Dr. Heidegger's Experiment #2126
My Lost Phoebe #2600
Moby Dick #2605
Poem as Imagery #0456
Poem as Social Comment #2497
Why Man Creates #2122
The Rocking Horse Winner #2610
Brian's Song #4033
The Skating Rink #2612
Occurrence at Owl Creek Bridge #2685

TEACHER RESOURCES

Barrows, Marjorie Wescott, Drama, Fiction, The American Experience, New York: Macmillan Publishing Co., Inc. 1974.

Calabrese, Marilyn E., English Journal, "I Don't Grade Papers Anymore," Vol. 71, No. 1, 1982.

Carlsen, G. R., Books and the Teen-Age Reader, Harper & Row, New York,1967.

Chadwick, Bruce, English Journal, "On Reading Aloud," Vol. 71, No. 5, 1982.

Duke, Charles R., Creative Dramatics and English Teaching, National Council of Teachers of English, 1973.

Harris, Sharon, Virginia English Bulletin, "Great English Teaching Ideas: Reading Can Be Fun," Winter 1981.

Spring, Michael Ed., Who We Are, Scholastic Book Services, New York, 1977.

Judy, Stephen and Judy, Susan, The English Teacher's Handbook.

Norton, James h., Writing Incredibly Short Stories, Plays, Poems, Stories, Harcourt Brace Jovanovich Inc., New York, 1972.

Rosowski, Susan J., English Journal, "Discovering Symbolic Meaning: Teaching with Willa Cather," Vol. 71, No. 8, 1982.

Swiggett, Betty, The Writing Process.

White, Marian E., High Interest Easy Reading for Junior and Senior High Students, Citation Press, New York, 1972.

SEQUENCE AND STRUCTURE

The general structure moves from teacher-directed activities for the whole class to small-group work to individual activity. The following approaches are suggested:

LITERATURE AND READING

From the vast amount of material that is available in this unit and with the recommended core readings in mind, the teacher will select certain poems, short stories, plays, novels and non-fiction works for intensive study.

These works will be read with great care by the students and will be selected for the most part by the teachers.

Core readings have been so designated as key works in the unit thus are highly recommended works. The small-group readings and individualized readings should be incorporated when appropriate.

ORAL/WRITTEN COMPOSITION

Using the core text, The Writing Process as a reference and as supplementary material, teachers will assign composition topics which should require analysis and critical judgment.

LANGUAGE DEVELOPMENT AND AWARENESS

Teachers will make students aware of correct oral and written usage as problems occur. Students will be exposed to the processes which will enable them to have control of the language through accurate use of punctuation and grammar which will be taught in the context of writing and reading assignments.

MEDIA UNDERSTANDING AND USE

Teachers will use appropriate films, filmstrips, TV cassettes, tapes and will incorporate other media such as newspaper articles, political cartoons, cartoons and magazine examples to enhance the study of literature and writing.

FIELD TRIPS

Trips to see plays at the Tidewater Dinner Theater, Peninsula Community Theater, William & Mary, The Virginia Stage Company and The Virginia Museum can be rewarding experiences for students on all levels.

ACTIVITIES - LEVELS 2 and 3

Theme: Darker Side of Human Nature

Whole-class Reading: "The Black Cat" by Edgar Allen Poe, pp. 359-367.

Writing Assignments:
1. Students will write responses to implications in the core test, p. 365.
2. Students will write a poem as a letter to someone depicting a fear or thought of death.
3. Students will list ten unknown words from the story to be compiled into List of Unknown Words.

Small-group Assignments:
1. Students will discuss the theme as depicted in the story.
2. Discuss elements of the supernatural.
3. Use Analyzing a Short Story (See attached sheet) and share ideas.
4. Choose novels for small-group reading and meet in groups to read.

Correlated Teaching Activity:
1. Short Stories by Poe
   "Tell-Tale Heart"
   "Cask of Amontillado"
   "The Pit and the Pendulum"
2. Poetry Selections: Robert Frost, p. 485-492
   "Fire and Ice"
   "Stopping by Woods one Snowy Evening"
   "Out, Out"
   "The Death of the Hired Man"
3. Novels from Individualized Reading List

Follow-up Activities:
1. Use several activities listed for poetry to deal with Frost's poems.
2. Apply the theme of inner struggle to the poems.
3. Use ideas from activities for Studying the Short Story/Novel.
4. Have teacher conference

Theme: Moral Values/Choices

Whole-class Reading: "A Horseman in the Sky" by Ambrose Bierce, pp. 372-377.
"Two Soldiers" by William Faulkner

Writing Activities:
1. Students will deal with decision-making by writing a letter, a poem, a short story which will indicate a time in their lives when their values were tested or when they had a major decision to make.
2. Students will rewrite the endings of Parts III and IV for Bierce's story.
3. Student will write responses to Implications--core text. p. 376.
4. Students will write essays explaining how the call of patriotism can create inner struggles.

Additional Activity: View film, "Occurrence at Owl Creek Bridge," Ambrose Bierce.

Small-Group Activity:
1. Compare styles and content of two stories by Bierce.(SOL 11.8
2. Enact scenes from the stories by Bierce and/or Faulkner.
3. Share answers to the questions on p. 326.
4. Discuss the novel the group chooses to read.

Individualized Readings:
1. The Red Badge of Courage, Stephen Crane
2. Poetry: Robert Frost, pp. 472-475
"Dust of Snow"
"Our Hold on the Planet"
"Birches"

Follow-up Activities:
1. Teacher conference
2. Use ideas from Activities for the Study of the Short Story/Novel.
3. Use ideas from Activities for the Study of Poetry.

Theme: Sacrifice/Personal Happiness vs. A Cause

Whole-class Reading: Non-Fiction

"I Looked Down Into My Grave" by John F. Kennedy, pp.378-386

1. Teacher will begin reading.
2. Teacher will assign passages to students for oral reading.

Small-Group Activity:

1. Students will research lives of men mentioned in content of story who have all had some part to play in history. Use of their knowledge of history can be an asset here.
2. Students will relate this work to Richard Nixon-Watergate-sacrifices.
3. Students will discuss related issues in history where sacrifices have been made.
4. Students will share findings.
5. Select second novel from small-group list and begin reading in groups.

Individual Activities:

1. Students will write a description of a personal, dramatic incident or moment such as a victory-defeat, a fire, or a war.
2. Students will bring a photograph of a happy or memorable occasion in their lives.
   a. Write a description of "This moment in Time Frozen by the Camera."
   b. Write papers in first person as if reliving the moment. Specify an audience. (SOL 11.3)

Correlated Teaching Activity: The Writing Process, Chapter 3, "Sensations, They're all around You"

Theme: Conflicts of Love

Whole-class Reading: Poetry readings, pp. 387-396
"Parting Without a Sequel," John C. Ransom
"After Hours," Robert Mezey
"You Do Not Have to Love Me," Leonard Cohen
"Balances," Nikki Giovanni
"A Little Uncomplicated Hymn for Joy," Anne Sexton
"The Pardon," Richard Wilbur

Short Story: "Solo on the Drums," Ann Petry, pp. 397-400

Use activities at the end of the unit for poetry and short story assignments.

Small-group Activity: Work within group to decide how to orally highlight the novels the small group read.

Correlated Teaching Activity: The Writing Process, Chapter 11, "Writing about Literature: Poetry"
The Writing Process, Chapter 6, "Observations or What you see is What you Get."

Theme: Nonmoral Inner Struggles

Whole-class Reading: "A Summer's Reading" by Bernard Malamud, pp. 401-406

Small-group Activities: 1. Write reactions to Implications on p. 405.

2. Write a short play based on the theme above.

3. Present plays in Reader's Theater style.

Correlated Teaching Activities: 1. The Writing Process, Chapter 13, "Writing a Play."

2. Teacher's Manual, Conflict, Climax, Vocabulary Words, pp. 95-96 in American Literature core text.

Theme: Responsibility to a Fellow Man

Whole-class Reading: 1. "Bartleby the Scrivener," by Herman Melville, pp. 407-430

2. Poetry: Robert Frost

"The Grindstone," pp. 476-481
"Two Tramps in Mud Time"
"After Apple Picking"

Whole-class Activities: React to Implications, p. 429, core text.

Small-group Activities: Plan a scene to present to class using dialogue and actions from the story.

Individualized Reading: 1. Write poems to depict reactions to Bartleby to read to class for a character analysis.

2. Write a character delineation of Bartleby from the other employees' points of view.

See Reference: Writing Incredibly Short Plays, Poems, Stories

Correlated Teaching: 1. Read "Richard Cory" by Edwin Robinson, p. 23, The Writing Process.

2. Correlate the theme of inner struggle and responsibility to a fellow man.

3. Read "Writing About a Poem," p. 24 and "Peer Evaluation," p. 25-26.

4. Use questions to understand a character in list attached to this unit.

Whole-class Readings: "The Sculptor's Funeral" and "Neighbor Rosicky" by Willa Cather, pp. 439-469

Whole-group Activities:

1. Teacher will read story openings and will allow students to participate in reading thereafter.
2. Teachers will assign narrators and dialogue to various students.
3. Participate in discussion of Willa Cather as a writer during her times and the type of society in which she lived.
4. Allow freedom of discussion to soar with the vast amount of information available in the core text.
5. Respond to various activities for all short stories at end of this unit.

Correlated Teaching Activity: Judy, Stephen, The English Teacher's Handbook, "Dialects and Correctness," Chapter 23.

Include a brief review study of letter of application: form and content. (SOL 11.5)

ACTIVITIES - LEVEL 1

Theme: Struggle With the Family/Decisions

Whole Class Readings

1. "The Rocking Horse" by Doris Halman, pp. 12-22
2. "Stopping by Woods on a Snowy Evening" by Robert Frost, p. 273

Writing: Write a poem depicting fears and feelings of being adopted.

Small-group Activities

1. Discuss adoptions and how they affect children and parents.
2. Discuss feelings towards Mrs. Grayson and Corky.
3. Relate poem to play in which both involve decisions.
4. Choose novel for small-group reading.

View Film: The Skating Rink

Activities

1. Write a comparison of subjects and themes in the play, poem and film.
2. Share paper with small group.

Correlated Teaching: Teacher's Manual

"The Lyric Poem," pp. 27-29

"Punctuation Mark"

"Similes"

There are a number of films available which can be used for study of poems by Robert Frost.

Theme: Proving Oneself

Whole-class Readings

1. "One Throw" by W. C. Heinz, pp. 64-68
2. "Casey at the Bat" by Ernest Thayer, pp. 31, 32
3. "Anchor Man" by John Knowles, pp. 180-192

Whole-Class Activities

1. Respond to quotation in Teacher's Manual, p. 47.
2. Portray characters in the stories through their reading orally.
3. Read and react to the poem.
4. Discuss overall theme as exemplified in the poem and in the stories.
5. Write comparison of Pete and Casey.

Small-group Activities

1. Read additional information on great baseball players and heroes from Babe Ruth to Reggie Jackson.
2. Do dramatic presentations to depict these baseball greats by becoming the persons, dressing like them, discussing some attitudes about them, possibly like in a "This is Your Life" presentation with music, sound effects, etc.
3. Relate other incidents of sports players who have wanted to excel but have not been able to reach a goal.
4. Discuss the issue that every high school student should be required to participate in some school sport.
5. Share comparisons of Pete and Casey.

View Film: Brian's Song and relate its theme.

Correlated Teaching Activity: Teacher's Manual, pp. 49-51, pp. 115-117.

Individualized Readings:

1. Death Be Not Proud; Memoirs, John Gunther.
2. I am 15 and I Don't Want to Die, Christine Arnothy.
3. Novels from list of individualized readings.

Follow-up Activities

1. Teacher conference
2. Present a dramatic reading from book and explain why you chose that part to interpret.
3. Prepare a visual to represent the novel and give oral explanation of the visual.

Theme: Cowards vs. Death

Whole-Class Reading

"Parker Addison, Philosopher" by Ambrose Bierce, pp. 113-118

Whole-Class Activities

1. Participate in oral reading of story and share responses with regard to conflict.
2. Participate in reading and enactment through mime of the story. (While one group is reading, another could be actually acting out the action without props.)

View Film : Occurrence at Owl Creek Bridge

Activities

1. Write a letter to the main character in the story to reveal your feelings about the problem. (SOL 11.3)
2. Write a comparison of the story and film with special emphasis on character and theme.
3. Discuss war and the ultimate effects on the soldier.
4. Write a poem pertaining to war.

Group Activities: Discuss in groups the book read from small-group reading list.

Correlated Teaching Activities: Vocabulary words in core text.

Theme: Old Age

Whole-Class Reading

"With all Flags Flying" by Anne Tylet, pp. 228-236.

Whole-Class Activities

1. Discuss old folks homes in our community and share personal knowledge of them.
2. Participate in oral reading with special emphasis on becoming the characters and the narrator in the story.

3. Discuss titles significance. See Teacher's Manual, p. 134.

View Film: My Lost Phoebe

Small-Group Activities

1. Present a panel discussion of research pertaining to senior citizens' homes in Hampton.
2. Find poems to deal with old age to be presented in class with appropriate music in background.
3. Discuss similarities of men in film/story.

Individualized Readings: Spring, Michael, ed., Who We Are

1. Short Stories

   "The Old Bus" by Richard Brautigan, p. 60

   "Nobody Ever Died of Old Age" by Sharon Curtis, p. 62.

   "Dr. Heidegger's Experiment" by Nathaniel Hawthorne, p. 65.

2. Poems

   "Old age sticks" and "Why/do the" by e.e. cummins, p. 74.

   "The Last Words of My English Grandmother" by William Carlos, p. 80.

   "News" by Randall Jarrell, p. 82.

3. Novels from individualized reading list.

Follow-up Activities

1. Present character sketch of older person whom you know by dressing like the person and by presenting a monologue to actually become the person.
2. Write a play/or short story to imitate the subject matter.
3. Do the activities outlined in the Teacher's Manual.
4. Write how society could use the talents of the elderly more profitably and productively.

Theme: Love for An Animal

Whole-group Reading: "Journey at Dawn" by Alice Maxwell, pp, 140-144.

Whole-group Activities

1. Read the story in paragraphs to allow more participation.
2. Respond to activities in the Teacher's Manual for before and after reading discussions.

Writing Activities

1. Write reflections in short story or poetry form of personal experiences of the death of animals.
2. Write paragraphs which make reference to personal feelings of death and especially of the death of animals.
3. Write about an event that has given some self-confidence.

Small-group Activities: Share writings

Individualized Readings

1. A Day No Pigs Would Die by Robert Newton Peck
2. The Red Pony by John Steinbeck
3. Novels from list of individualized reading.

Follow-up Activities: Write reactions to reading material.

Theme: Guilty Conscience/Playing on the Senses

Whole-Class Reading: "The Tell-Tale Heart" by Edgar A. Poe, pp. 149-152.

Whole-Class Activities

1. Listen to recording of the story.
2. Read with special emphasis on interpretation of the part the sense has to play in this story.
3. Become the character in the story and present a different sound and reason for the sound in the portrayal/character/monologue/scene.

Writing Activities

1. Respond to exercises in Teacher's Manual for good discussion starters.
2. Write an ending to the story from another person's point of view.
3. Imagine that this story is being produced as a movie. Create a radio advertisement for the movie.
4. Listen to recording of "The Black Cat" and write a contrast paper of subjects and themes in the two stories by Poe.
5. Listen to recording of "The Raven" and write a poem with use of strong sound sense appeal (onnamatopoeia).

See Correlated Activities in Teacher's Manual, pp. 93-95.

Theme: Conflict of People from Outer Space

Whole-class Reading: "Ararat" by Zenna Henderson, pp. 199-214.

Whole-group Activities:

1. Read the story as narrators and actual characters.
2. Respond to the discussion questions and activities in Teacher's Manual.
3. Write a story with this flair or a "Twilight Zone" type.
4. Discuss extra terrestrials and life on other planets and discuss movies for imitation or emulation scenes which could be presented in class like: Twilight Zone, Star Trek, E. T., Poltergeist and Alien. An individual student may give an oral report on this subject with visual aids (SOL 11.1) or may submit a documented paper on the subject. (SOL 11.6, 11.9, 11.10)

Theme: Determination

Whole-class Reading: "Old Scrapper Hangs" by George Laycock, pp. 240-246.

Whole-class Activities:

1. Read the story in class silently.
2. Allow class discussion to evolve from the silent reading with an emphasis on the significance of the title, subject, theme, specific episodes in the story.

3. Write about challenges you have had wherein the accomplishments were not as great as you thought it would be.
4. Write a poem relating the subject of the story.

Small-group Activities: Share writings

Theme: Love

Whole-Class Reading: "Roller Coaster Romance," pp. 285-292.

Whole-Class Activities

1. Students will dramatize scenes from the story.
2. Students will take the story to another dimension with a different ending.
3. Write a poem or short story about a roller coaster love affair.
4. Discuss film Roller Coaster which was filmed in Ocean View for contrast.

Theme: A Has-Been

Whole-Class Reading: "Requiem For a Heavyweight" by Rod Serling, pp. 505-540.

Whole-Class Activity

1. Read the play with assigned parts.
2. Discuss several boxers who have been world champs but went down hill in the end.
3. Do research in library on boxers from Joe Louis's era or before Ali and modern fighters today. Write a documented report on this topic. (SOL 11.6)
4. Role play situations with different fighters conversing with the news reporters before, or after a big fight.
5. Relate the type of irony which exists in this story with the characters.
6. Discuss the realism which exists in the story.
7. Write personal reactions to the story.

Small-group Activity: Share reactions to book read from small-group reading list. Select students at random for extemporaneous speeches on this subject. (SOL 11.2)

Correlated Teaching Activity: Teachers/students should find other novels or stories about persons in sports who seemed to have been on top of the world but were soon brought to their lowest peaks.

Follow-up Activity: Present oral summary of chosen reading to whole class or to small groups.

Include a brief review study of the letter of application: form and content. (SOL 11.5)

ACTIVITIES FOR THE STUDY OF THE SHORT STORY/NOVEL

1. Write a letter to the author reacting to the content of the story. (SOL 11.3)
2. Choose a story to create a dialogue between the characters.
3. Read as many stories aloud in small groups as possible.
4. Write a TV broadcast or newspaper account of one of the characters or incidents in the story.
5. Set up a mock trial situation for one of the stories. Some students can elaborate on the actual event through role playing characters, lawyers, jury, judge, etc.
6. Rewrite the opening paragraphs as a TV or newspaper account of the day's big news event.
7. Use "The Understanding of a Character Sheet" to discuss characters in small-group presentations and to write character delineations.
8. Role play scenes from the story in a modernized version. Students will be more concerned with the problem being enacted and not with the actual individuals performing.
9. Participate in a panel discussion to discuss literary elements such as plot, theme, etc.
10. Collect pictures from magazines or newspapers to illustrate people, places, events in the story. Mount them on a display board, then copy sentences from the book or story which best illustrate this meaning or mood of the picture.
11. Write an epilogue to the story.
12. Present a puppet show depicting the entire story.
13. Present dramatic monologues of the characters in the story.
14. Rewrite the endings of the story.
15. Write an argumentative paper for or against the notion of the major theme of the story.
16. Letter writing can be a useful method of correlating reading with writing.
17. Rewrite a story from another character's point of view.
18. Write short stories.
    a. Listen to a conversation or part of one, to build what you hear into an idea or an outline of a story.

b. Page through the phone book until you find a name that might be an interesting character. Imagine and record a situation that might be the basis for a story.

c. Use the "Dear Abby" column in a newspaper to expand a situation into an idea for a story.

19. Use charades as a device to recall certain elements in the story.

20. Use political cartoons to assess struggles going on in society.

ANALYZING A SHORT STORY

1. What information is provided in the opening to reveal time and place, give clues to character, establish mood and point of view?

2. How fully does the story develop character? What methods does it use to do so?

3. What is the basic conflict?

4. Where does the climax occur in the story?

5. Is the story marked by any element of surprise or suspense?

6. Is the ending of the story satisfactory? Is it inevitable?

7. How does the story reflect the theme of inner struggle?

QUESTIONS FOR UNDERSTANDING A CHARACTER

1. What kind of person is_____? What is your evidence?

2. If_____were living today, what kind of clothes would he choose?

3. What is there in_____'s character that makes him liked or disliked?

4. What would_____do if he found himself in a worse situation than he was in in the story? Could he/she have dealt with the problem?

5. Does_____usually reason out what he should do, or does he merely react emotionally? What is your evidence?

6. Is_____actually true to life, or is he only a stereotyped character?

7. Are any of_____'s actions surprising to you? Can they be accounted for by anything in the story?

8. Does your character undergo a change in the story? When? How? Why?

9. Is_____entirely responsible for what happens to him, or do outside circumstances beyond his control determine his fate?

10. How has_____occupation affected his life?

ACTIVITIES FOR THE STUDY OF POETRY

1. Students will present choral and cast readings of the poems.
2. Students will engage in a second and even a third reading of the poem to clarify a difficult point during discussion.
3. Students will choose poems to illustrate in drawings or through other media presentations.
4. Students will reread isolated lines for emphasis on sound effects and clarification of meaning.
5. Students will set poem to music.
6. Students will present poems as Reader's Theater with musical background.
7. Students will rewrite poems as dramatic scenes or short stories.
8. Students will use the attached question sheet to analyze poems.
9. Students will write poems using patterns found in various poems.
10. Students will write imitations of poems using different subjects than the original.
11. Students will write shape poems to indicate a theme depicted in poem or in a story.
12. Students will choose a character from a story to write a name poem by using the appropriate adjectives to describe the character.
13. Students will deal with imagery, symbolism, sound patterns, rhythms, rhyme, tone, mood, etc. as they occur in poems.
14. Students will rewrite a poem as an advertisement or commerical or vice-versa.

APPROPRIATE FOR READING OF MOST POEMS

1. Does the title of the poem have any particular significance when you begin to read the poem?

2. To whom is the poet speaking?

3. Who is actually speaking in the poem?

4. What kind of imagery is present in the poem? (sight, sound, touch, smell, taste)

5. What is the mood of the poem? How does the poet achieve this mood?

6. What is the tone of the poem; that is, what is the speaker's attitude toward his subject?

7. What does the subject desire in the poem?

8. What is the subject doing in the poem?

9. Is the poem a satire about some phase of our society and/or life? How?

10. What poetic devices does the poet use to intensify the sound and sense pattern in the poem? (rhyme, onomatopoeia, alliteration)

EVALUATION

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third),small-group activities of all types (one-third), and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work but not personalized reading (Teacher vs. Peer Evaluation)	25%
Major writing assignments or composition folder/portfolios as a whole	25%
Personalized reading and special projects	25%
Tests	25%

UNIT III: STRUGGLE FOR JUSTICE

LEVELS I, II, and III

Rationale

By the eleventh grade, students are becoming more aware of their responsibilities as citizens. Their outlook is becoming more global and many of them for the first time are coming into contact with government and its restrictions. Through the study of this unit, students will realize that the struggle for justice is never ending and sometimes individual liberty must be sublemated for the good of society and that the concept of justice does not always depend upon legal codes alone. They will also come to see that justice is inextricably bound up with language, that achieving justice in the world is, in part, a problem of language composition. Students will develop an appreciation of language as a tool or instrument of justice and an awareness of contemporary issues which are influencing their lives. Students will realize the importance of language study and its relevance to other disciplines, in fact to life itself.

OBJECTIVES

Reading: The student will read poems, short stories, short novels and essays dealing with struggles for justice.

Writing: The student will respond to literature through composition of literary analysis from a personal reaction. The student will synthesize information from multiple sources and write a short informal research paper dealing with a current issue concerning a struggle for justice.

Speaking: The student will respond to the literature of this unit through oral discussion, extemporaneous speaking, and group dramatization.

Listening: The student will listen to the radio and television to become aware of current struggles for justice on local, national, and international levels. The student will hear outside speakers such as lawyers, judges, and policemen who relate their role in the structure of the judiciary system in this country.

The resources and activities for Unit III are divided into two levels. The materials for Levels II and III begin on page 59. The material for Level I begins on page 70.

RESOURCES - LEVELS II & III

Carlsen, G. R.,et al., American Literature: Themes and Writers, 1979, McGraw Hill Book Company

Olson, M. C.,et al., The Writing Process: Composition and Applied Grammar, 1982, Allyn and Bacon, Inc.

Supplemental Resources

Elsen and Peck, The Art of Speaking

Local newspapers

Magazines

Broadcast media

Barrows, Marjorie W., The American Experience: Fiction, Macmillan Pub. Co., 1974.

Audio visual aids

On the Waterfront

Jesus Christ Superstar

The Autobiography of Jane Pittman

The following books for individualized readings and small groups should be available in limited numbers in your school.

The Ship of Fools

The Grapes of Wrath

The Fire Next Time

The Adventures of Huckleberry Finn

The Death of a Salesman

A Raisin in the Sun

Billy Jack

When the Legends Must Die

Native Son

Slaughter House Five

Man Who Came to Dinner

The Autobiography of Miss Jane Pittman

Individualized Reading

One Flew Over the Cuckoo's Nest

Main Street

The Thornbirds

Roots

Chesapeake

Master of the Game

Other Side of Midnight

Childhood's End

The Caine Mutiny

For convenience, the following books have been grouped. Small-group shared reading of striking passages, short summaries, and the reading of related books are recommended as follow-up activities.

Justice and Society

One Flew over the Cuckoo's Nest

The Caine Mutiny

Atlas Shrugged

Justice and Minorities

A Raisin in the Sun

Native Son

When the Legends Die

The Man Who Came to Dinner

The Ox Bow Incident

Roots

Five Smooth Stones

The Fire Next Time

Green Pastures - play

Cry, The Beloved Country

The Light in the Forest

Justice and War

A Separate Peace

Watch on the Rhine - play

Farewell to Arms

SEQUENCE AND STRUCTURE

The unit theme, Struggle for Justice, is organized into four divisions. Justice and self-awareness should be the first since it contains activities designed to introduce the entire unit. The rest of the material may follow in order or can be rearranged at the teacher's discretion as long as all the core material is covered. The unit length will be nine weeks.

ACTIVITIES

I. Justice and self-awareness

To encourage students to think about justice - past and present - and to stimulate them to re-examine their own ideas of what is just and what is unjust and to provide opportunities for students to explore their own concept of justice.

1. List examples of situations that are just/unjust in social situations.
2. Write non-stop 10 minutes on personal experiences with justice/injustice.
3. In personal journal, describe a situation in which you were treated unfairly. (SOL 11.3)
   a. Respond with an explanation of how to correct that injustice.
   b. In small groups share/exchange compositions describing personal injustices.

4. Read a newspaper article to class on a current social/political/economic/religious injustice.

   a. Respond in writing - as the person experiencing the injustice, write a letter to the newspaper protesting the treatment and call upon the public to unite as a group to fight against the issue.

   b. Divide into small groups - exchange letters by groups - the receiving group will write responses to each letter as a group.

II. Justice and the Ordinary Man

To encourage students to understand the various aspects of justice as related to the ordinary man.
Strategies - to provide opportunities for student to understand the conflicts with justice of the ordinary man.

Selections: "Under the Lion's Paw" (s) p. 508
"The Turtle" (s) p. 596
"Testimony of Trees" (s) p. 518
"Man with the Hoe" (s) p. 529

ACTIVITIES

Divide the class into small groups, assigning each group one of the above selections marked "s." Assign 2 to 3 discussion questions related to the specific selection. After group discussion, have each group determire how it will present the story to the class.

1. Dramatic readings from the selection.

2. Write a poem about the main character, the kind of conflict.

3. Recount the basic plot in some detail, then change the ending.

Students choose novels to read in small groups. The Grapes of Wrath is recommended for one group. Activities for this novel may be adapted to suit other novels for small group reading.

1. Write, produce, direct, and act scenes from the novel. (Include props, makeup, script, etc.) in play form.

2. Write a long, narrative poem on the plight of the Joads, using background music to set and maintain the mood while the poem is being read aloud to the class.

3. Imagine the Joads 15 to 20 years after the end of the novel. Extend the novel; tell what has become of each family member. Using dialogue, have each character tell his own story to Steinbeck.

Community Sources: One topic of interest within this subdivision could be an examination of the child's rights under the law.

1. A field trip to Juvenile Court.

2. A speaker from the Child Protective Service.

3. Student may research recent laws relating to child abuse.

III. Justice and Society

To encourage students to see societies' role in justice and to provide students the opportunity to experience justice through reading, class discussion, exercises,and writing.

A. Selection: Twelve Angry Men p. 552
"Trials at Salem" p. 495
"The Lottery" p. 534
On the Waterfront - supplemental
Jesus Christ Superstar - supplemental

B. Assign Twelve Angry Men

1. Assign students parts and have play read during several class periods.

2. Lead a class discussion with the theme, "Emotion vs. Reason in the Legal Process."

3. Have students select either Juror 8, 3, 10, 9, 5, or 4 and write a character sketch based on the character's lines. Use quotes to support your position.

C. "Trials at Salem" and "The Lottery"

1. Prior to assigning "The Lottery," announce to the class that the Hampton School Board has mandated that there be an even distribution of grades in each class. Since that is the new law and you have trouble making such decisions, they will draw for grades. Have grades (A-F) on slips of paper in a box. Have each student draw.

2. Facilitate their anger and resentment, then assign "The Lottery" asking that they remember their own feelings over the experiment and identify with the characters.

3. Show film "The Lottery."

4. Assign "Trials at Salem."

5. After discussion of both selections, use a values exercise. Examples -

a. Break up class into 2 or 3 groups (not more than 7 in each group). Give each person an assigned role with a brief description.

1. Doctor noted in cancer research

2. Reformed prostitute

3. Pregnant woman

4. 6-year-old boy

5. Scientist noted for space exploration

6. Priest/Nun

7. Renowned writer on social reforms

b. Each group is on a sinking ship, and only one can go in the lifeboat. Each person must plead his/her own case for life.

c. Allow groups to take one vote to see if concensus can be reached.

d. Relate exercise to all three selections read in this unit. How does it feel to be a juror? on trial?

D. View movie, On the Waterfront

Students will be asked to identify kinds of conflicts within this film.

E. Listen to Jesus Christ Superstar

Dramatize in class the music.

IV. Justice and Minorities

To direct students to readings that tell the stories of justice/injustice with minorities.

Strategies: To provide opportunities for students to recognize the struggles and successes of minorities.

A. Resources: "Susan B. Anthony" (s) p. 524
"The Man Who Saw the Flood" (s) (w) p. 616
"The Man Who Was Almost a Man" (s) (w) p. 621
from Black Boy (s) (w) p. 620
The Autobiography of Miss Jane Pittman - videotape

B. Activities: Within small groups, each of the above selections will be read and discussed.

1. Students may research outstanding individuals who are members of the minority and present their findings to the class in the manner of:

a. Oral reports with some visual aids of the person and the conditions of the time. Great works of art may also be effective here as well as music of the period. (SOL 11.1)

b. After researching an individual, write an imaginative paper on "One Day in the Life of_____." Some type of visual aid must accompany this. It may be presented to the class or submitted to the teacher. (SOL 11.1)

2. Community resources: Provide women who have succeeded in the professional world where men were once dominant.

   a. Students may want to interview these women and write an article about each; these articles can go into a class newspaper put together by students.

   b. Students may invite a member of the minority to speak to the class about the struggles he/she has encountered. The class may want to prepare questions to ask these individuals ahead of time.

C. Show the videotape, The Autobiography of Miss Jane Pittman.

The students will be given an assignment that will explore the conflicts within the film.

V. Justice and War

To aid students in seeing the glamorous and cruel aspects of wars and to provide opportunities for the students to understand social conflicts with the individual as the pawn.

A. Resources: Nine War Poems (s) (w) p. 541
(Short stories need to be included) - supplemental
Twain's "War Prayer" (w) - supplemental

B. Activities

1. Students may tape an interview of a relative or friend who has directly experienced war. The tape may be played to the class.

2. Students may invite a Viet Nam veteran to speak to the class.

3. Students may research authors that are not included in the core text who treat the subject of war in poetry, short stories, and novels and prepare classroom presentations on their findings. (SOL 11.1)

4. Students may write a war poem that focuses on one of the themes found in the above literature.

INDIVIDUAL PROJECTS LEVELS II & III

1. Student writes a brief summary of each article he reads in magazines and newspapers with the struggle of justice. Near the completion of the unit, the student turns in his collection with each identified and when possible the cut-out article would be turned in too. Time should be provided for the entire class to respond to the collection.

2. Student looks through poetry anthologies and tries to recognize any reference to justice. He chooses one to present as oral interpretation to the class and turns into the teacher the title and author of each poem and the issue of justice with which the poem deals.

3. Student chooses any writer who is in this unit and reads another play, novel, short story, essay, or poem by that writer that deals with some aspect of justice. In searching for appropriate selection, the student becomes aware of other themes and may learn the writer only has one piece of literature that deals with justice.

4. Student probes into any writer in this unit and reads as many selections by this author as he can. The student identifies the various themes the writer deals with in his writing.

5. Student produces a television program centered on justice. The student chooses appropriate music and visual aids. He writes the moderator's lines which would be similar to the rationale in this unit, selects appropriate literary passages to symbolize the different struggles for justice that America has witnessed, and writes the transition between the literary passages. Naturally the student would have to present only portions of longer works but he would decide which part to use. Others could be participants in the program and they would not necessarrily have to be in that class.

6. Student chooses an area he is interested in--for example, man and the natural world, Nobel Prize literature, Pulitzer Prize literature, the Bible as literature, literature of specific decades--and locates and reads the literature. He and the teacher agree on evaluation procedures.

INDIVIDUAL PROJECTS LEVEL III

1. Student chooses 2 or more selections from each of the literary periods designated in the table of contents and explains how they are representative of that period. (Independent study of the periods will be necessary of course.) The explanation may be written, oral for class, or oral in conference with the teacher.

2. Student chooses 3 selections from the thematic units of "Independent Spirit" or "The Comic Imagination" (the text) and explains how the three selections represent that theme. Oral or written follow-up.

3. Student chooses a writer who is not included in the four units and reads the selections in the text and then reads the entire book. Example, student reads John Steinbeck's works on pages 582-612 and then reads THE PASTURES OF HEAVEN and TRAVELS WITH CHARLEY. The student then decides if the theme of justice is involved or unrelated in these works.

4. Student does an in-depth study of one of the literary figures on page 82, 190, 302, 437, or 580. The result of this study could be revealed through organizing a booklet, developing a bulletin board, "teaching" the class, etc.

5. Student researches topics like "windfall profits" tax, "good faith" concepts, "interlocking directorates" or other timely struggles for justice covered in current periodicals. These topics may prompt the student to read books such as Atlas Shrugged.

BROAD ACTIVITIES

1. Write opinion (position) paper (Chapter 5, The Writing Process)

or

2. Organize a discussion group (The Art of Speaking, Olson & Peck)

or

3. Prepare a formal or informal debate (The Art of Speaking, Olson & Peck) on the following:

   a. Resolved: That the plea of temporary insanity should be abolished.

   b. Resolved: That professional jurors should replace the present jury system.

   c. Resolved: That capital punishment should be abolished (capital punishment should be enforced)

   d. Resolved: The "squeal law" should be abolished.

   e. Resolved: That plea bargaining should be abolished.

   f. Student suggestion

4. Research and write a short informal research paper about the struggle for justice on one of the following (SOL 11.6, 11.9, 11.10)

   a. Unisex insurance

   b. Inheritance tax

   c. ERA

   d. Abortion

   e. Nuclear power plants

   f. Honorarium ceiling for senators

   g. IRS vs the individual

   h. Civil rights

   i. Treatment of the Indian

   j. Mercy killing

   k. Government taking property for projects like Voice of Democracy, widening of roads, etc.

   l. Merit pay for teachers

   m. Disposal of chemical waste by industry.

5. Prepare a speech for the class on the subject of the research paper. (SOL 11.6, 11.9, 11.10)

6. Invite a judge into the classroom to discuss cases where there was a conflict with legality vs. morality or cases where he disagreed with the jury's verdict.

7. Invite a policeman to explain how some laws (restrictions) interfere with the officer's doing his job.

Refer to English Handbook by Stephen and Susan Tchudi.

Refer to activities listed in textbook.

EVALUATION

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third); small-group activities of all types (one-third); and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work but not personalized reading	25%
Major writing assignments or composition folder as a whole	25%
Personalized reading and special projects	25%
Tests	25%

RESOURCES - LEVEL I

Adopted Texts

Journey: Emblems

"1775: A Family Chooses Sides," p. 72

"Duel," p. 309

"EPICAC," p. 3

"String," p. 471

"A Man Called Horse," p. 441

"Mending Wall," p. 278

The Writing Process

Chapter 5: "Voicing Your Opinion"

Chapter 7: "Interviewing"

Chapters 9 & 10: "Learning Research Skills"

Chapter 11: "Writing About Literature: Poetry"

Chapter 12: "Writing About Literature: The Short Story"

Chapter 13: "Writing a Play"

Supplemental Resources

Local newspapers

Magazines

Broadcast media

Barrows, Marjorie W., The American Experience: Fiction, Macmillan Pub. Co., 1974.

Audio visual aids

Community Resources

Judges

Policeman

Lawyers

Additional resources for suggested general activities: The English Teacher's Handbook, Stephen N. Judy and Susan J. Judy. This text should be available from English department heads.

Individualized and small-group reading which should be available in limited numbers at each school.

Small-group Reading

Black Boy

A Raisin in the Sun

Billy Jack

When the Legends Must Die

Native Son

The Autobiography of Miss Jane Pittman

The Ox Bow Incident

Fahrenheit 451

Individualized Reading

Mom, the Wolfman, and Me

Leap Before You Look

It's Not the End of the World

Suggested individualized readings, in addition to previous list.

Fast, Howard, April Morning

Keith, Harold, Rifles for Watie

Allen, Merritt Parmelee, Johnny Reb
Battle Lanterns

Miers, Earl, The Guns of Vicksburg

Wibberly, Leonard, The Wound of Peter Watie

Petry, Ann, Tituba of Salem Village
Harriet Tubman: Conductor on the Underground Railroad

Speare, Elizabeth, The Witch of Blackbird Pond

Burton, Hester, Time of Trial

Bonham, Frank, Burma Rifles: A Story of Merrill's Marauders

Matheson, Richard, The Beardless Warriors

Hersey, John, Into the Valley: A Skirmish of the Marines

Lewiton, Mina, Elizabeth and the Young Stranger

Neville, Emily, Berrios Goodman

Gregory, Dick, Nigger, An Autobiography

Shotwell, Louisa A., Roosevelt Grady

Isbert, Margot Benary, The Ark

De Jong, Meindert, The House of Sixty Fathers

Frank, Anne, The Diary of a Young Girl

Trapp, Maria Von, The Story of the Trapp Family Singers

Fritz, Jean, Brady

Burchard, Peter, Jed: The Story of a Yankee Soldier and a Southern Boy

Tunis, John R., Silence Over Dunkerque

Whitney, Phyllis, Willow Hill

Hunt, Irene, Across Five Aprils

Butterworth, W. E., Orders to Vietnam
Stop and Search: A Novel of Small Boat Warfare off Vietnam

Butterworth, William, Air Evac

Levin, Jane Whitehead, Star of Danger

McKown, Robin, Patriot of the Underground

Toepfer, R. G., Liberty and Corporal Kincaid

SEQUENCE AND STRUCTURE - LEVEL I

A good reading with which to begin this unit would be "1775: A Family Chooses Sides." This drama lends itself to the three-tiered approach to teaching. Suggestions are given in the activities for moving from whole-class reading of the play to small-group activities. Individualized work could follow with the assignment of other books dealing with conflict of family loyalty.

Each of the literary selections from the core text and the suggested activities in the course of study suggest writing activities of increasing difficulty. These activities utilize The Writing Process, the core text writing book.

The culminating writing activity should be the short informal research papers as suggested after "A Man Called Horse." The last selection by Robert Frost, "Mending Wall", provides the transition from this unit to the Man and Nature unit.

ACTIVITIES - LEVEL I

Suggested Activities for Core Text Readings

Suggested activities after each reading in the core text:

"1771: A Family Chooses Sides," p. 72 - Interview a family member or family friend who has had war experience and share this interview with the class either through a taped interview, an oral report or a written paper. See "Chapter 7: Interviewing" in The Writing Process.

Research the historical background of this story and write an essay about the relationship between literature and national values. (SOL 11.7)

Find other readings where families made choices in either the Civil War or Revolutionary War and discuss them either as a class or in small groups.

Discuss as a class or in small groups readings dealing with feelings of patriotism in this country during World War II and the Korean Conflict as opposed to national feeling during the Vietnam War. (Supplemental reading: Faulkner's "Two Soldiers" found in Approaches to the Short Story.)

Write an essay on the relationship between the story and the historical background. (SOL 11.7)

"Duel," p. 309 - Discuss the short story as a genre. See "Chapter 12: Writing About Literature: The Short Story" in The Writing Process.

Write a short piece either explaining one part of a car's engine, its function and use, or how to disassemble or assemble one part of an automobile. An alternate topic could be to describe a harrowing or frightening experience received while driving or riding in an automobile.

"EPICAC," p. 3 - Discuss computers and have one in class (see the school librarian or math department head) or go to the computers in the building. Arrange for a demonstration and some hands-on time if possible. Emphasize to students the growing importance and influence of computers in their lives.

"String," p. 471 - Write and produce a play or radio program. See "Chapter 13: Writing a Play" in The Writing Process. Simulate a courtroom scene depicting a trial for theft.

"A Man Called Horse," - p. 441 - From class discussion about the story, move into discussing contemporary issues depicting struggles for justice. Write a short informal research paper (suggested length--two pages). Suggested topics: unisex insurance, inheritance tax, ERA, abortion, nuclear power plants, IRS vs. individual, civil rights, treatment of Indians, mercy killing, merit pay for teachers, disposal of chemicals by industry, or topic of student's choice. The paper may take the form of a position paper utilizing references and other souces of information. See Chapters 5, 9, and 10 of The Writing Process. Work should be done in class and teacher should monitor progress of the papers as they are being written.

"Mending Wall," p. 278 - This poem provides transition for moving from the Struggle of Justice unit to the Man and Nature unit. Student will look at poetry, its imagery and language in preparation for keeping a poetry notebook. See Chapter 11 of The Writing Process.

Broad Activities for entire unit:

Write a brief summary of newspaper or magazine articles read that deal with the struggle for justice (set a quota for each week which is required). Begin a rotating bulletin board display and near the completion of the unit, turn in the collection with each identified and when possible the cut-out article included. Time should be provided for the entire class to respond to the collection.

Look through poetry anthologies and find any reference to justice. Choose one to present an oral interpretation to the class and turn in to the teacher the title and poet of each poem and the issue of justice with which the poem deals. (SOL 11.1)

Choose any writer in this unit and read another play, novel, short story, essay, or poem by that writer that deals with some aspect of justice. In searching for appropriate selections, the student becomes aware of other themes and may learn the writer only has one piece of literature that deals with justice.

Discuss in small groups such controversial topics as temporary insanity pleas, the professional juror system, the abolition of capital punishment, the rights of minors to privacy, pleas bargaining, or other appropriate contemporary topics. Devote some time to reading and research and present to the rest of the class conclusions reached by the group.

Personal journal for the length of the unit in which at least three times a week injustices are recorded either firsthand or witnessed. (SOL 11.3)

Invite a judge to speak to the group to discuss cases where there was a conflict with legality vs. morality or cases in which he disagreed with the jury's verdict.

Ask a policeman to speak to the class explaining how some laws (restrictions) interfere with the officer's doing his job.

Follow-up activities for individualized readings:

Choose one word that best describes the major character and give examples to support your choice.

Identify the greatest problem the major character faced and explain how he overcame that problem.

What was your reaction to this book? Give specific details.

Rewrite the ending of the book.

Contribute to the recommendation file a brief evaluation of no more than three to five sentences.

EVALUATION

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third); small-group activities of all types (one-third); and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work but not personalized reading	25%
Major writing assignments or composition folder as a whole	25%
Personalized reading and special projects	25%
Tests	25%

Unit IV: SEARCH FOR VALUES

LEVELS I, II, and III

Rationale

With the rapid social and technological changes, society's values have also changed through the years. Because of such rapid changes in society and technology, more students are inclined to question their values and society's values. However, some students "are very likely to be unconscious of the values that direct their lives."[1] This unit is designed to encourage high school students to examine their values and lives through the study of various literary selections and related written and oral activities. By studying the literature the students should also recognize that language has been affected by the various inventions and scientific discoveries as well as values. The unit should prompt students to establish values which will enable them to lead meaningful and successful lives while adapting to these rapid changes and to develop skillful use of language in discussing their values.

OBJECTIVES

Reading: The student will confront through literature some of the more serious issues facing Americans in the twentieth century. The student will appreciate the role that writers play in dramatizing the search for values.

Writing: The students will be able to use the act of composing as a means of understanding and communicating their experiences and values.

Speaking: The student will examine their values and the values of society through the discussion of various literary works and the completion of other oral activities.

[1] American Literature, Teacher's Resource Guide, p. 14 .

Listening: The student will realize the contributions that professional drama, guest speakers, and the media play in demonstrating the search for values.

RESOURCES

Core Textbooks

Carlsen, Robert G., American Literature, McGraw-Hill Book Company, 1979. (Levels 2 & 3)

DiStefano, Philip & Olson, Miles C., The Writing Process. Allyn and Bacon, Inc., 1982. (Levels 1, 2, & 3)

Smith, R. J. & Schulz, M. F., Emblems, Harcourt Brace Jovanovich, Inc., 1982. (Level 1)

Supplementary Materials

Readings for Small Groups

Billy Budd, Level 3

Watch on the Rhine, Levels 2, 3

The Pearl, Levels 1, 2

The Scarlet Letter, Level 3

The Old Man and the Sea, Level 2

If You Could See What I Hear, Levels 1, 2

Red Badge of Courage, Levels 2, 3

I know Why the Caged Bird Sings, Levels 2, 3

Individualized Readings

Moby Dick, Levels 2, 3

The Bridge of San Luis Rey, Levels 2, 3

The Man in the Gray Flannel Suit, Levels 2, 3

Boom Town Boy, Levels 1, 2, 3

My Life - What Shall I Do With It?, Levels 1, 2, 3

The Glass Room, Levels 1, 2, 3

Daughter of Discontent, Levels 1, 2, 3

The Loser, Levels 1, 2, 3

The Albatross, Levels 1, 2, 3

Lord of the Flies, Levels 1, 2, 3

The Siege of Silent Henry, Levels 1, 2, 3

The Big Wheels, Levels 1, 2, 3

To Kill a Mockingbird, Levels 2, 3

More than Courage, Levels 1, 2, 3

The Contender, Levels 1, 2, 3

The Story of My Life (Helen Adams Keller), Levels 1, 2, 3

Valiant Companions: Helen Keller and Anne Sullivan Macy, Levels 1, 2, 3

Where the Lilies Bloom, Levels 1, 2, 3

The Chosen, Levels 2, 3

With Love from Karen, Levels 1, 2, 3

If I Love You, Am I Trapped Forever?, Levels 1, 2, 3

Invisible Man, Levels 1, 2, 3

Go Tell It on the Mountain, Levels 1, 2, 3

Light in the Forest, Levels 1, 2, 3

Majorie Morningstar, Levels 2, 3

Fifth Chinese Daughter, Levels 1, 2, 3

Knock at the Door, Emmy, Levels 1, 2, 3

The Sea Wolf, Levels 2, 3

Giant, Levels 2, 3

Lilies of the Field, Levels 2, 3

Andromeda Strain, Levels 2, 3

The Heart is a Lonely Hunter, Levels 2, 3

Films

2496 Conscience in Conflict

0362 Effective Writing: Learning from Advertising

2337 Effective Writing: Revise and Improve

0641 Effective Writing: Research Skills

2667 Feeling Good: Alternatives to Drug Abuse

2599 To Build a Fire

4592 The Shopping Bag Lady

Student Resources

Baer, Louise and Haug, Harriet R., Success in Writing and Reading, Addison-Wesley Publishing Company, 1970.

Barrows, Majorie Wescott, et al., The American Experience: Fiction, New York: The Macmillian Company, 1968. (Levels 2, 3)

Mathis, N. Reed and Owen, Sister Mary, Responding Four, Lexington: Ginn and Company, 1973.

Teacher Resources

Carlsen, Robert G., Books and the Teen-age Reader, New York: Harper and Row, 1967.

Gillespie, John T., More Junior Plots, New York: R. R. Bowker Company, New York, 1977.

Human and Anti-human Values in Children's Books, New York: Council on Interracial Books for Children, Inc., 1976.

Ruud, Josephine Bartow, Teaching for Changed Attitudes and Values, Washington: Library of Congress.

Judy, Stephen N. and Judy, Susan J., The English Teacher's Handbook, Cambridge: Winthrop Publishers, Inc., 1979.

SEQUENCE AND STRUCTURE

Levels 2, 3

An overview of this unit is provided in "Final Reflections" on page 706 in the core textbook. Students and teachers should benefit from reading it. After

completing personal inventories of their values and reacting to this inventory, the students read the two easy poems, "Richard Cory" and "Miniver Cheevy." Throughout the unit there is a balance of poetry and prose readings which are followed by numerous types of vocal and written responses. There is a natural flow of whole-class, small-group, and individualized reading, writing, speaking, and listening activities. Students should keep personalized vocabulary lists all nine weeks. Near the end of the unit the students should evaluate how literature has affected their values.

Level 1

The first two selections, "The Time We Climbed Snake Mountain" and "On the Raising of Wolves," serve as transition from the Man and Nature unit. There is a natural flow of whole-class, small-group, and individualized reading, writing, speaking, and listening activities related to prose, poetic and dramatic selections. Throughout the unit, students should keep personalized vocabulary lists. Near the end of the unit the students should evaluate how their values have been affected by this course.

ACTIVITIES

Specific Activities, Levels 2, 3

I. Introductory Activities

A. Compile a listing of personal values as described in Suggested Activities for Whole-class Work.

B. Write a paragraph or poem related to something that they value highly, such as friendship, material possession, etc. and share them with the class.

C. Refer to The Writing Process, Chapters One and Two and begin a personal journal (writer's notebook).

II. Core readings and responses

A. Read the poem "Richard Cory," page 664, and discuss the meaning of the poem in relation to values. Begin discussion with questions such as "What did you like about the poem?" and "What did you dislike about the poem?"

B. Work together in small groups to read and discuss "Miniver Cheevy," pages 662-663. Also compare it to "Richard Cory." The groups will then explain their interpretations and comparisons to the rest of the class.

C. Read and discuss "The Hollow Men" in relation to values, symbolism, figurative language and structure. Refer to Teacher's Resource Guide, pages 142-3 and pages 87-91, 93-95, and Chapter 11 in The Writing Process.

D. Two students will assume roles of narrator and major and read "In Another Country," pages 658-661 aloud. In small groups, answer the questions under "Implication," page 661.

E. Read "The Million-Year Picnic," pages 666-672. Write reaction to the story. In small groups share reactions and then read "The Search for a New Tomorrow," page 672. Discuss in the groups what is wrong with society today and try to determine what can be done to improve the quality of existence.

F. Form six groups and choose a poem from pages 673-682 to analyze. Combine "Pity This Busy Monster, Manunkind," page 67[illegible] and "To the Stone-Cutters," page 677 for one group. Also combine "Return," page 679, and "America," page 680, for another group. The six groups decide how to present their poems.

G. Read "The Traveler," pages 684-689. In small groups answer questions under "Implications" and "Symbolism" on page 689.

H. Read "Renascence," pages 690-693. Individually answer the four questions under "Rebirth of the Soul," pages 692-693. Class discussion should then follow with students adjusting their answers if necessary.

I. Read "Race at Morning," pages 694-703,and "Man will Prevail," pages 704-705. Write a reaction to either selection and share papers. Analyze each poem separately and then compare them. In small groups respond to the questions under "Implications," page 705 and share comments with class.

III. Culminating Writing Assignment: Write a composition on how literature (core and supplementary reading) has affected personal values or how their values have changed. The composition may be descriptive, narrative, opinion, or poetry. See The Writing Process, pages 95-97. The composition should be compiled into a public journal or displayed on the board.

IV. Individualized Reading: Read from the books listed in Individualized Reading List and present follow-up activities when appropriate. This should be a continual process.

V. Small-group Reading: When appropriate, work in groups to discuss books that have been read from the Small-group Reading List.

VI. Broad Activities: Execute the work prescribed in Broad Activities when appropriate. Ideas from this list may be substituted for the Specified Activities or core reading. There should be a balance of whole-class, small-group, and individualized work throughout the unit.

VII. Multi-media Usage: Audio-visual materials should be used when available.

Specific Activities, Level 1

I. Core Readings and Responses

A. Read "The Time We Climbed Snake Mountain," page 139. Discuss the value of man's respecting all creatures and their position in the natural world.

B. Read "On the Raising of Wolves," pages 171-176. Concentrate on the last paragraph and recognize what the author has learned. Identify a lesson personally learned from observing a creature and write about this experience relating the value involved in the learning process. (Refer to The Writing Process, Chapters 3 & 6.)

In small groups read the papers which may be in poetic or prose form. Choose one from the group to be read to the class with accompanying music or acted out while narrated.

C. Review "The Rocking Horse," pages 12-22, which was used in Unit II with emphasis on the inner struggles of the two main characters. Now reflect on the childhood toy.

Write about an object that is valuable because of what it represents either from childhood memories or present-day significance. Share papers in small groups.

D. Read "The Bedquiet," pages 424-432. Brainstorm the value of self-worth or the value of the feeling of accomplishment. Write about an accomplishment that was finally achieved and the reaction it brought or write about an object such as a trophy, medal, homemade item, etc. and the pride or satisfaction it provides.

In small groups exchange papers. After all are read, discuss if the objects are valuable as material objects or valuable because of the human interaction they promoted.

E. Read "Get Off Your Cusp and Live," pages 36-40. Orally exchange amusing incidents in relation to astrology.

Discuss the value of not letting something like astrology determine one's behavior.

F. Read "One Wants a Teller in a Time Like This," page 218. Reflect on a time when the need to talk was strong but no listener was available.

Discuss this experience in small groups. Write a composition explaining the value of having a sounding board. In groups of five, share the papers and choose one paper from each group to be posted.

G. Read "Autumn Leaves," pages 221-224. Answer the questions under "Close Up," page 225.

In small groups compare answers and discuss the questions under "Point of View."

Informally debate Activity 1 on page 225.

H. Read "Bernice Bobs Her Hair," pages 488-502. Discuss how much value one should place on popularity or discuss if one should compromise his/her own values just to be popular. Write an essay about the relationship between the story and its historical period. (SOL 11.7)

Recount through an original short story, play, radio program, or editorial a situation when personal values were tested. (Refer to The Writing Process, Chapters 12 and 13 and pages 135-139.) Share finished products with class.

I. Read "Horror Movies: Why We Love to Scream in the Dark," pages 255-259. Write a reaction to this selection.

In small groups exchange responses and choose a paper from each group to be posted.

Establish by brainstorming what this selection says about America's values in relation to the quality of entertainment. Write an essay about the relationship between the story and its historical background. (SOL 11.7)

J. Pretend to be a group of children. Listen as one student reads "A Christmas Story," pages 397-398 in wide-eyed wonder.

Role play as children to orally answer the questions under "Close Up," page 399.

Using natural age, write a paragraph explaining the work that was involved in making some familiar object like a match, bobby pins, football, etc. (Research will be needed.) Circulate the papers for all to read. Through oral interaction establish if some objects now seem more valuable since all the background preparation is known.

K. Read "The Machine That Won the War," pages 360-366, in reader's theater style. Determine the purpose or main idea in the story through class discussion. Write an essay about the relationship between the story and the modern historical period. (SOL 11.7)

Write a composition explaining the role and value of the computer in today's society or write a composition that stresses the value of human emotion which the computer lacks.

In small groups share papers and choose one per group to be read to whole class.

II. Culminating Writing Assignment: Write a composition on how literature (core and supplementary reading) has affected personal values or how values have changed. The composition may be descriptive, narrative, opinion, or poetry. See The Writing Process, pages 95-97. The composition should be compiled into a public journal or displayed on the board.

III. Individualized Reading: Read from the books listed under Individualized Reading List and present follow-up activities when appropriate. This should be a continual process.

IV. Small-group Reading: When appropriate, work in groups to discuss books that have been read from the Small-group Reading List.

V. Broad Activities: Execute the work prescribed in Broad Activities when appropriate. Ideas from this list may be substituted for the specified activities of the core reading. There should be a balance of whole-class, small-group, and individualized work throughout the unit.

VI. Multi-media Usage: Audio-visual materials should be used when available.

Broad Activities

Suggestions for whole-class activities:

List things that matter most and number them from the least important to the most important. Then discuss the most popular values and discuss the importance of literature in promoting a good sense of values.

List personal values that conflict with broader societal values and then discuss the differences and ways to resolve these conflicts.

List, in order of importance, the major influences affecting the formation and destruction of values. Then discuss the implications of findings upon: 1) formal education, 2) the family, 3) the church, and 4) civil authority.

Write compositions related to personal fears and moments of happiness.

Read novels in relation to value clarification.

Participate in field trips to theatrical performances and other community resources.

Write short selections on personal incidents related to a value or a theme discussed in a literary selection.

Discuss poems in relation to values, content, structure, figurative language, and symbolism.

Write a comparative analysis of two or more poems. Relate the analysis to a thesis relating to the unit theme. (SOL 11.9)

Interview parents and grandparents about their values when they were teenagers. These interviews could be recorded and shared with the class.

Write original short stories and poems. Then other students will write critiques of these works or will write personal responses in the form of letter to the writer or short compositions.

Suggestions for small-group activities:

Write and produce television programs based on a historical period where social and political values might be represented.

In small groups, write conversations between two or more characters in a literary work. The conversations will be related to the characters' feelings about a particular event or decision.

In small groups, read a short story or poem, develop a dramatization of a scene and act it out in front of the class. The dramatization will be video-taped for the purpose of discussing the positive and negative aspects of the activity for further development.

Divide into groups of three or four and given copies of several poems or short stories, choose one to discuss in relation to a particular theme or value. Each group will explain the poem to the class.

Present an oral group reading of a poem. The class will then interpret and discuss the poem.

In small groups, write commercials which stress the value of material possessions.

In small groups, decide which soap opera to watch for a week. Each group will choose a moderator and conduct a forum on the values of characters. Characters from several soap operas might be compared in relation to their values.

Vary the follow-up procedure when books from small-group reading are completed.

Suggestions for Individualized Activities:

Portray characters in a poem, drama, or short story.

Interview characters in poems, dramas, or short stories.

Explore the values during an important historical period.

Share with the class musical selections related to personal values.

Vary the follow-up activities when the reading of books from the individualized reading list is completed.

Complete a report on a writer who challenged the values of a particular period in history. Refer to Chapter 9 in The Writing Process.

Complete an individual project such as a poster or value booklet related to a change in values.

Write an original short story related to a change in values of a character.

Choose a literary selection from which the change of values in the main character is compared to the change in the student's personal values.

EVALUATION

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third); small-group activities of all types (one-third); and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all 3 major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work (discussion) but not personalized reading	25%
Major writing assignments or composition folder as a whole. Composition folder should include graded and non-graded writings as well as a completed cumulative reading card signed by the teacher.	25%
Personalized reading and special projects	25%
Tests (Try to use essay!)	25%

UNIT V: MAN AND NATURE

SECOND SEMESTER - LEVEL I

Rationale

Eleventh grade students are becoming more aware of the world around them. They are becoming more independent; however, through the study of this unit, they will realize that no man is an island who can sustain himself without dependence on others for survival. They will come to understand the vital concept that their future and the future of their children will be determined by how their generation uses and develops the natural resources of its environment. They will come to see that nature can work for the good or detriment of mankind, but that often it is man himself who can control nature's limits. Through studying man's relationship to other animal and plant life, they will develop the awareness that man as the highest order of being has an awesome responsibility in protecting and nurturing other living things in his world. Through this increased awareness and appreciation of what exists all around them, students will ultimately become better communicators with each other.

OBJECTIVES

Reading: The student will read poems, short stories, short novels and essays dealing with man and his place in the natural world. These works depict a conflict with man in his natural element or a relationship between man and animals.

Writing: The student will respond to this literature through a poetry notebook composed of poems dealing with nature and original work.

Speaking: The student will use language as a tool for communication with others and as an expression of what he observes in his natural environment.

Listening: The student will develop listening skills and learn that he must listen to his natural surroundings in order to sustain an enduring relationship with other inhabitants of his environment.

RESOURCES

Core Textbooks

Olson, M. C.,et al., The Writing Process: Composition and Applied Grammar, 1962, Allyn and Bacon, Inc.

Smith, R. J. & Schulz, M. F., Emblem, 1982, Harcourt Brace Jovanovich, Inc.

Core Readings

"Ebb"
"May Song"
"The Hoofer"
"Hope"
"Wind and Silver"
"Face"
"Grass"
"Survival"
"To Build a Fire"

Supplementary Materials

Perspectives, Unit 3 "Survival" has eight selections relevant to man and nature.

Man and His Environment. This was a text in the former nine-week unit. If these are still available at your school, the readings are appropriate for this unit.

Suggested individualized or group readings.

James Herriot, All Creatures Great and Small
_____, All Things Wise and Wonderful
_____, All Things Bright and Beautiful

Jack London, Call of the Wild
_____, White Fang
_____, Sea Wolf

Alistair MacLean, Night Without End

Robert Newton Peck, The Day No Pigs Would Die

Joy Adamson, Born Free

Joseph Lippincott, The Wahoo Bobcat

Elizabeth Bortos de Trevinos, The White Deer

Scott O'Dell, Island of the Blue Dolphin

Ivan Southall, Hill's End

Ann Nolan Clar, Santiago

Stephen Meador, Guns for the Saratoga

Armstrong Sperry, Danger to Windward

Sterling North, Rascal: A Memoir of a Better Era

James Street, Good-bye, My Lady

Jean George, My Side of the Mountain

George Laycock, King Gator

Wilson Rawls, Where the Red Fern Grows

Joyce Stranger, Rex

Kurt Unkelback, The Dog Who Never Knew

Kenichi Horie, Ko Do Ku: Alone Across the Pacific

Agnes Smith, An Edge of the Forest

Barbara Berry, Shannon

Howard Pease, The Jinx Ship

Margaret Buck, Where They Go in Winter

Roger Caras, The Cater Wolf

Olive Rambo Cook, Serilda's Star

Allan W. Eckert, The Crossbreed
_____, The King Snake

Fred Gipson, Old Yeller
_____, Savage Sam

MacKinley Kantor, The Voice of Bugle Ann

Jim Kjelgaard, Big Red
_____, Irish Red
_____, Outlaw Red
_____, Snow Dog
_____, Wild Trek
_____, The Black Fawn
_____, Firehunter

A. J. Dawson, Finn the Wolfhound

Lee McGiffin, High Whistle Charley

Robb White, The Survivor

Virginia Sorensen, Miracles on Maple Hill

Sheila Burnford, The Incredible Journey

Eric Knight, Lassie, Come Home

Betty Burlingame Beatty, Bryn

Robert Murphy, Wild Geese Calling

Mildred and Gordon Gordon, Undercover Cat

SEQUENCE AND STRUCTURE

This unit is designed to follow the Struggle for Justice unit. A suggested introduction to the unit would be to use the readings found in the core text as listed in the course of study. The writing assignment for these selections would be to keep a poetry notebook as detailed in suggested broad activities. This unit has few selections from the core text; however, it can be lengthened as time and teacher preference permit by utilizing the suggested supplemental resources in the course of study

BROAD ACTIVITIES

Read "Beatitudes of a Conservationist" and then write a reaction to one of them. These reactions could be arranged as a visual display on the wall or passed around for others to read at a specific time. (See page 91.)

Write a skit with plants and/or animals being characters complaining about man's abuse of nature. (Examples, mother rabbit upset because a lot is being cleaned to build a house and her home for her babies will be destroyed or plants complain to each other about strong spray man uses to fight insect or deer complaining about man hunting at night with spot lights.) Assign parts and tape record the play adding sound effects. Play back for class.

Write a short composition concerning your earliest memories of animals or write about a situation dealing with an animal that stands out in your mind. This could be an oral activity as well.

Divide into groups and brainstorm ways man has tried to practice conservation in recent years. Select one student from each group to report the findings to the class. Each student then selects the specific one he wants to research. An oral presentation should be given to the class when the research is complete. (Example, not damming a river when a specific object was endangered, placing some animals on list of endangered species, air pollution).

Find a story that has an animal involved in an important role in the story, read it, and give an oral summary to the class.

Observe an animal, take notes about what you see it do, and share observation with 3 or 4 other students the next day in class.

Write a children's story with nature being the center of the idea. Try to illustrate it with drawings or cut-outs. (Examples, being caught in a sailboat when a quick storm develops, or a child and his/her pet doing something.)

Choose one of man's abuses of the natural environment and do a report on it. (Example, killing of the baby seals, strip mining, sacrifice of animals for medical break-throughs). (SOL 11.1)

Read a nonfiction book dealing with the theme and list the main things you learned from the book.

Compile a booklet of newspaper articles dealing with man and nature. With each article write the most outstanding thing in the article. Identify the most outstanding idea in each article.

Watch a TV program on man/nature and write your reaction to the program.

Keep a poetry notebook in which you copy poems about nature, either an animal or the natural elements. Summarize the poem in your own words and provide illustrations through drawings or cut-out pictures. Organize the notebook in some fashion and provide a table of contents.

BEATITUDES OF A CONSERVATIONIST

This country would be a more beautiful place to live in if all citizens would put into use these beatitudes, suggested by a conservation enthusiast:

1. Blessed are they who plant trees and shrubs, for generations shall rise up and call them blessed.
2. Blessed are they who have flower gardens, for in the heart of a flower is seen its Creator.
3. Blessed are they who appreciate nature's gifts, for they shall be known as lovers of beauty.
4. Blessed are they who clean up the highways, byways and home grounds, for cleanliness is next to godliness.
5. Blessed are they who brighten and freshen their buildings and fences with paint, for pride and the praise of many people shall be their reward.
6. Blessed are they who war on signs and banish billboards along the rural highways, for they shall be called protectors of roadside beauty and landscape scenery.
7. Blessed are they who stand against friend and relative in the protection of nature's gifts to our nation, for they shall be recognized as true patriots of America.
8. Blessed are the towns with planning boards, for great beauty, prosperity, and peace shall descend upon them.
9. Great shall be the reward of those who protect our forests from fire for the birds shall continue to serve them, and the fish and wild animals to furnish them with food.
10. Whosoever conserveth our National Resources serveth himself and generations to follow.

EVALUATION

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third), small-group activities of all types (one-third) and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work but not personalized reading	25%
Major writing assignments or composition folder as a whole	25%
Personalized reading and special projects	25%
Texts	25%

APPENDIX

GRAMMAR INSTRUCTION

The eleventh grade curriculum revolves around American literature to which the student responds in diverse forms of writing and speaking. Grammar instruction is integrated into these speaking, reading, listening, and writing activities. The student, using sentence combining strategies required by the end of the tenth grade, continues to build upon these skills to expand his writing.

The following overview is provided as a quick reference to grammar instruction and learning.

Pages in The Writing Process	Topic
29-33	Sentence Combining – phrases, clauses, word modifiers
46-48	Sentence Combining-- using structural cues like adverbial clauses, adj. etc.
58-60	Sentence Combining-- using structural clues
75	Using adjectives, adverbs, phrases, and clauses to avoid fallacies
77-80	Sentence Combining-- without structural clues
81, H-7, H-8	Subject-verb agreement
92-93	Sentence Combining-- syntactic fluency
124-126	Sentence Combining-- transitional expressions See also Directional Words (p. A-3)
182-185	Sentence Detection
274-275	Decombining sentences to their basic structures
H-5, H-6, H-7, H-8, H-9, H-10, H-11, H-12	Usage

In the sentence-combining activities, the following pages deal with related punctuation.

Pages in The Writing Process	Topic
27-28	Punctuation of dialogue
H-21 and H-25	Colon and dash in relation to work on pages 58-60
H-13 through H-21	Punctuation with transitional expressions and complex sentences in relation to work on pages 124-126

Each student should own a dictionary, a thesaurus, and a grammar handbook such as Basic English Revisited or English Reference Book. In addition, the "Writer's Handbook" section of the classroom textbook, The Writing Process, provides a review of grammar and mechanics to which the teacher and the student should refer when individualized instruction is needed.

DIRECTIONAL WORDS RELATED TO FUNCTION OF THE PARAGRAPH, PARAGRAPH PATTERN AND WHAT THEY "SIGNAL" THE READER TO DO.

From: Brunner, Joseph and John J. Campbell. Participating in Secondary Reading: A Practical Approach, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1978, pp. 137-140.

DIRECTIONAL WORDS	FUNCTION	SIGNAL TO READER	PARAGRAPH PATTERN
Moreover, besides, also, further, in addition, but also, I must add, another, others, next, thus, and, then, furthermore, not only	Continuing the thought	Reader told that author is presenting an idea that adds to information previously discussed, is going to continue same line of thought.	Time/order Simple listing
Consequently, finally, as a result, therefore	Concluding the thought	Reader told to pay attention an important topic is going to be summarized, or stop and predict, or ask if understands point about to be summarized, or get ready to take notes or underline.	Cause/effect Compare/contrast
For example, for instance, specifically, in particular, hence, therefore, thus	Illustrating the point	Reader told to slow down or speed up, depending on whether understands point or not, think about material--an example is going to clarify.	Simple listing Cause/effect Compare/contrast
However, but, yet, although, by contrast, on the other hand	Reversing the thought	Reader told to slow down for the changing approach, slow down to understand what was presented in order to understand new material, just got cause--now effect, here comes an exception to what was said.	Cause/effect Compare/contrast

GRAMMAR AND THE WRITING PROCESS

At the beginning of the school year, the teacher should make an initial assessment of the writing abilities of each student. This assessment should come from both a review of writing samples in the composition folder retained from the previous school year and a new writing sample that has gone through at least two drafts. The teacher will identify for each student his dominant strengths and weaknesses. Since growth in writing is a highly individual matter, the teacher must distinguish between concepts which require whole-class teaching and those which are best taught individually or in small groups. Rather than the customary drill activities for grammar instruction, the teacher will use demonstration, sentence-combining activities, handbook references, filmstrips, and discussion.

Students will have numerous opportunities to write throughout the course as they respond to reading selections and other classroom generated experiences. For extended writing, students will use the complete writing process including prewriting, writing, revision, editing, and proofreading.

Once students have written a first draft of their papers, they can move into a writer's workshop for revision and editing of papers. Students may work in two's or three's to read and respond to one another's papers. The first emphasis in the workshop should be on the broad areas of clarity, organization and interest. Grammar, usage, and mechanics often work themselves out in the revision process. Nevertheless, one good approach is to assign students to work in teams to serve as editors for one another's papers. In this way the editors become responsible for careful reading of papers for fine tuning, including the correction of grammatical errors.

During the time when students are working closely with each other, the teacher is free to hold individualized conferences. This invaluable time focuses on specific individual needs using the students' language rather than the artificial language of textbook drills.

Once the students have completed the essay, they are asked to write the final draft. The class then moves into the sharing period and some students read their essays to the class. It is at this point that they are able to determine the effectiveness of communicating their ideas to others.

For the writing process to be effective, the teacher must explain each part of the process thoroughly at the beginning of the year. Students must be aware that writing is a task that requires much more than a few hours of work. Unless this is made clear to them, they may soon become impatient with the task and thereby fail to take each part of it seriously. To resolve the problem of impatience the teacher should pace the parts of the process throughout the week or weeks.

USING THE GRAMMAR DIAGNOSTIC TEST

The Grammar Diagnostic Test given on the following pages provides a quick means of determining a student's knowledge of grammatical terminology. This test is recommended for use with students enrolled in Level 3 English courses, grades 10-12. Since most persons, including English teachers get along very nicely without using grammatical terminology, some students may be rusty on terminology and analysis. The purpose in using this test is to create an awareness of terms most often used when grammarians discuss sentence parts.

Post-test Activities

If students do poorly on this test, refrain from introducing a grammar unit. Instead do the following:

1. Discuss test problems, using dictionaries or handbooks for reference.

2. In sentence-combining activities, discuss the structures being combined and the strategies. Use appropriate terminology.

3. Write one sentence on the chalkboard each week for grammatical analysis. Always limit discussion to one sentence.

4. Have students find interesting sentences and develop quizzes similar to the one given.

5. Take a basic sentence pattern and expand it.

6. Do more sentence-combining activities.

7. Retake test. Have fun!

GRAMMAR DIAGNOSTIC TEST

Directions: Encircle the number of the best answer to each question.

The test is based on one sentence:

> I have a little shadow that goes in and out with me and what can be the use of him is more than I can see.

1. This sentence may be hard to read because one comma has been left out. Where would you put a comma to break up the sentence into two main parts?

   1. After shadow
   2. After me
   3. After him
   4. After more

2. What kind of sentence is this?

   1. Simple
   2. Complex
   3. Compound
   4. Compound-complex

3. What is I have a little shadow?

   1. The subject of the sentence
   2. The first independent clause
   3. The first subordinate clause
   4. The subject of him

4. What is that goes in and out with me?

   1. The first independent clause
   2. A subordinate clause, object of have
   3. A subordinate clause modifying shadow
   4. A subordinate clause modifying goes

5. What is and?

   1. A coordinating conjunction
   2. A subordinating conjunction
   3. A relative pronoun
   4. A preposition modifying what

6. What is what can be the use of him?

   1. The second independent clause
   2. A subordinate clause modifying shadow
   3. A subordinate clause, subject of is
   4. A subordinate clause, subject of see

I have a little shadow that goes in and out with me and what can be the use of him is more than I can see.

7. What is than I can see?

1. The second independent clause
2. A subordinate clause, object of is
3. A subordinate clause, object of more
4. A subordinate clause modifying more

8. What is in?

1. Verb of second independent clause
2. Verb of second subordinate clause
3. Verb modifying more
4. A verb that does not have a subject

9. What is more?

1. A coordinating conjunction
2. A subordinating conjunction
3. An adverb modifying than I can see
4. A linking-verb complement

10. What is the subject of the first independent clause?

1. I
2. shadow
3. I have a little shadow
4. that goes in and out with me

11. What is the subject of the second independent clause?

1. shadow
2. that goes in and out with me
3. what can be the use of him
4. more than I can see

12. How many subordinate clauses are there in this sentence?

1. One
2. Two
3. Three
4. Four

13. What is the subject of the first subordinate clause?

1. shadow
2. that
3. what
4. more

I have a little shadow that goes in and out with me and what can be the use of him is more than I can see.

14. What is the subject of the second subordinate clause?

1. what
2. use
3. him
4. more

15. What is the subject of the third subordinate clause?

1. There is no third subordinate clause.
2. what
3. use
4. I

16. What is the verb of the first independent clause?

1. have
2. goes
3. can be
4. can see

17. What is the verb of the second independent clause?

1. goes
2. can be
3. is
4. can see

18. What is shadow?

1. Subject of the whole sentence
2. Object of have
3. A linking-verb complement
4. Object of the preposition little

19. What are in and out?

1. Prepositions
2. Adverbs
3. Objects of goes
4. Adjectives modifying with me

20. What does with me modify?

1. shadow
2. have
3. goes
4. in and out

I have a little shadow that goes in and out with me and what can be the use of him is more than I can see.

21. What is what?

1. A relative pronoun
2. An interrogative pronoun
3. An indefinite pronoun
4. A personal pronoun

22. What is of him?

1. Object of the verb use
2. Prepositional phrase modifying use
3. Prepositional phrase, subject of is more
4. Prepositional phrase modifying can be

23. What is than?

1. A coordinating conjunction
2. A subordinating conjunction
3. An adverb modifying can see
4. A relative pronoun, object of can see

24. Can be is a different form of the same verb as

1. have.
2. goes.
3. is.
4. can see.

25. What is can in can be and can see?

1. An adverb
2. An auxiliary
3. The subject
4. The object

26. The subordinate clauses in this sentence have three of the following functions. Which one do they not have?

1. Noun
2. Verb
3. Adjective
4. Adverb

Here is the sentence again: I have a little shadow that goes in and out with me and what can be the use of him is more than I can see.

Rewrite this sentence in as many of the following ways as you can. Use the same words that are in this sentence but change the form and order of the words as required. You may need to delete words, but try not to change or omit any of the ideas expressed by the sentence. Each written version should be a single complete sentence.

27. Start with I had a little shadow. _____

_____

_____

28. Start with I cannot see the use. _____

_____

_____

29. Start with The children had. _____

_____

_____

30. Start with Do you have. _____

_____

_____

31. Start with What can be the use. _____

_____

_____

32. Start with Going in and out with me _____

_____

_____

33. Start with More than I can see. _____

_____

_____

34. Start with Go in and out. _____

_____

_____

Source with minor alterations: Paul B. Diederich, Measuring Growth in English (Champaign, Ill.: NCTE, 1974).

For Reflection and Discussion

Did the grammar analysis involved in taking this test:

1. Increase your understanding of the verse? _____

2. Increase your appreciation of the verse? _____

3. Improve your understanding of the relationships among words in sentences? _____

4. Influence your ability to write? _____